



Turnaround Option Plan – Phase 2

Miami-Dade County Public Schools

This form, to be used by districts planning in 2016-17 for implementation in 2017-18, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).

137231

MIAMI CAROL CITY SENIOR HIGH

District Managed Turnaround

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results.

Miami-Dade County Public Schools (M-DCPS), through the Education Transformation Office (ETO) analyzes multiple data points such as State and District Assessments, Early Warning Indicators (EWI), as well as performance trend data to determine the greatest areas of need. Additionally, through the Instructional Review process, qualitative information is gathered. The school-site leadership team, along with the ETO observes the overall implementation of instructional practices within each content area. An artifact review is conducted including lesson plans, student folders, grade books and journals. A walkthrough, with a content specific debrief of observations and an artifact review then occurs. The Education Transformation Office in collaboration with Region, State, and school-site leadership teams identify barriers, strategies, and action steps to develop an individualized school-site action plan. This action plan serves as a roadmap for continuous improvement throughout the school year. In addition, three times a year M-DCPS has DATA/COM meetings which allow The Education Transformation Office, district staff, region personnel, and principals to analyze previous year Florida Standard Assessment (FSA) data, Mid-Year Assessments, End-of-Course Assessment data, i-Ready data and make strategic decisions regarding support and resources. Furthermore, during Strategic Planning Meetings, the ETO and Region personnel collaborate with each school to evaluate the impact of identified structures and systems as well as available resources and modify as needed.

In evaluating the school's academic performance, there is a need to remediate student deficiencies as evidenced by a decline in ELA, Science, and Social Studies. The teachers and school leadership will closely track the progress of the lowest quartile, a decline was evidenced as well. Due to the consistent decline in College and Career Acceleration, a top priority for the school will be to provide students multiple opportunities to enroll in college and career courses. This will increase the number of students who graduate with accelerated coursework.

School Grade Information

Components	2015	2016	2017
School Performance Grade	C	D	D
ELA Achievement	24	23	22
ELA Learning Gains	NA	35	33
ELA Low25 Learning Gains	NA	31	36
Math Achievement	16	16	25
Math Learning Gains	NA	25	35
Math Low25 Learning Gains	NA	38	30
Science Achievement	47	46	39
Social Studies	32	42	40
Graduation	76	80	81
College & Career Acceleration	78	62	51
Percentage Points Earned	46	40	39

Effective Leadership

The Principal, Mr. Ja Marv Dunn is a transformational leader and dedicated administrator with twenty years of experience working in low-performing schools. Mr. Dunn holds a Master's Degree in Educational Leadership and Bachelor's Degree in Business Management. Mr. Dunn is working towards completing a Doctoral Degree in Educational Leadership. He has a total of seventeen years of experience serving as an administrator in some of the most fragile schools in the Miami Dade County Public School System. Mr. Dunn served five years as a middle school Assistant Principal at Brownsville Middle School, six years as Vice Principal at Miami Norland Senior High School, and six years as Principal at Miami Carol City Senior High School. While serving as Assistant Principal at Brownsville Middle School, Mr. Dunn was instrumental in improving the school's grade from a "D" to a "C" during the 2001-2002 and 2004-2005 school years. While serving as Vice Principal at Miami Norland Senior High School, Mr. Dunn had a major influence in improving the school's grade from an "F" to a "D" during the 2008-2009 school year and from a "D" to a "C" during the 2010-2011 school year. Under Mr. Dunn's leadership as Principal, Miami Carol City Senior High School's grade improved from a "C" to a "B" in 2013 and the school's graduation rate has increased from 64% to 81%. Mr. Dunn has participated in numerous leadership development programs and institutes to build his capacity and support others in area of Educational Leadership. Mr. Dunn participated in the Superintendent's Urban Principal Initiative in 2009, a leadership program designed to prepare aspiring Assistant Principals for the role of urban school Principal. In 2011, Mr. Dunn participated in Harvard University's Graduate School of Education's Urban Principal Summer Institute, where urban school principals from across the nation were brought together to focus on capacity building, collaborative work, and shaping our school's culture. In 2014 and 2017, Mr. Dunn was selected by M-DCPS to serve as a mentor via the Instructional Leadership in Educational Administration Development (iLEAD). The iLEAD program mentors prospective assistant principal candidates to turn around the most challenging, low-performing schools. Mr. Dunn is currently enrolled in William and Mary College working towards completing an Educational Doctoral Degree in Educational Leadership.

The Vice Principal, Mr. Andy Harrison, is a transformational leader with seventeen years of educational experience working in a variety of schools in M-DCPS. He holds a Master's Degree in Educational Leadership and a Bachelor's Degree in Education. His career began at Lenora B. Smith/Allapattah Elementary where he taught all content areas for grades four through six, in which his individual Math and Reading test results were a major contribution in Lenora B. Smith/Allapattah Elementary's success to a "B" rated school during the 2004-2005 school year. He also served as a Department Chairperson. He then transitioned to middle school as an 8th Grade Mathematics teacher where his impact resulted in 81% individual learning gains during the 2005-2006 school year. For the last eleven years, Mr. Harrison has served as an Assistant Principal and Vice Principal at Brownsville Middle School and Miami Carol City Senior High School—two of Miami-Dade County's most fragile schools. At Brownsville Middle School, Mr. Harrison was the key to continued success in Mathematics and Science as the school improved from "F" to "C" and a Correct II School in 2008, and then to an even higher "C" and a Correct I School in 2009. At Miami Carol City Senior High School as the Mathematics Department administrator, he led the Mathematics department to a 9 percentage point increase of students meeting state proficiency on all Mathematics End of Course (EOC) exams from 16% (2016) to 25% (2017). Prior to the changes in the high school accountability formula, Mr. Harrison oversaw the 2nd 800 points of school accountability, improved the graduation rate to 82% in 2013—highest to date, attained record increases of students achieving "College Readiness" status in both Reading (from 54% to 66%) and Mathematics (from 20% to 29%) from 2013-2014. Mr. Harrison was instrumental in improving Miami Carol

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City Senior High School's letter grade to a "B", the highest school grade to date.

The Assistant Principal, Ms. Mimose Morgan-Rose, is a proactive leader with ten years of experience in Miami-Dade County Public Schools. Ms. Morgan-Rose holds a Master's Degree in Educational Leadership in addition to her Bachelor's Degree in Biology. Ms. Morgan-Rose has four years of experience as a Science Instructional Coach at the high school level, and she has six years of experience as a Senior High School Assistant Principal. While serving as a Science Instructional Coach at North Miami Senior High School in the 2010-2011 school year, there was a 12-percentage point increase in science achievement, and the school grade increased from a "D" to a "C". While serving as an administrator at Miami Carol City Senior High School, the school grade increased from a "C" to a "B" in the 2012-2013 school year. Additionally, as the supervising administrator for Algebra II during the 2016-2017 school year, there was a 36-percentage point increase.

The Assistant Principal, Ms. Rhonda Gaines, is newly appointed to the school this year. She is a proactive leader with over 11 years of educational leadership experience working in low-performing schools. She holds a Master's Degree in Reading K-12 and a Specialist Degree in both Educational Leadership and Curriculum Instruction, Management and Administration. She is also working towards completing a Doctoral Degree in Special Education. Ms. Gaines is a well-rounded administrator. She has three years of experience as a Middle School Assistant Principal, five years as a Reading Instructional Coach, and one year of experience as a Curriculum Support Specialist. While serving as a Reading Instructional Coach at Miami Northwestern Senior High School in the 2011-2012 school year, the school grade improved from a "D" to a "B". In addition, while at Miami Northwestern Senior High School, Ms. Gaines led the writing department in achieving the highest percentage of passing writing scores in the district (Education Transformation Office) at 87% and exceeded the state's average at 82%. She also provided support to ensure that learning gains were evident in the reading department. During the 2012-2013 school year, Ms. Gaines was a Reading Instructional Coach at Madison Middle School where she provided support to the writing department and again aided in achieving the highest percentage of passing writing scores in middle schools. During the 2014-2015 school year at Carol City Middle School, under the supervision of Ms. Gaines, there was an increase in the percent of students meeting high standards (proficiency), and the percent of students making learning gains increased from 50% to 58%. Also, there was an increase in the lowest 25% quartile from 56% to 66%. While at Carol City Middle School during the 2016-2017 school year, Ms. Gaines helped to increase the Language Arts proficiency rate from 15% to 24%, the Language Arts learning gains from 38% to 48%, the Language Arts lowest 25% quartile from 48% to 49%, and the Social Studies proficiency from 34% to 41%. In addition, Ms. Gaines helped in increasing the school letter grade from an "F" to a "C" during the 2016-2017 school year. Ms. Gaines is a dedicated educator and believes wholeheartedly in educating the total child.

The transformation coach for reading, is newly appointed to the school this year. Mrs. Angel N. Robinson, is a life-long learner who has worked diligently throughout her 9 year career with Miami-Dade County Public Schools. She successfully taught English and ESOL for grades 9-12 at Miami Edison Senior High School. Prior to this role, Ms. Robinson served as a 6-12 in literacy as a Curriculum Support Specialist for the Education Transformation Office. Mrs. Robinson has a Master's Degree in Adult Education and a Bachelor's Degree in Secondary English Education 6-12, and she is currently working on her Doctoral Degree in Instructional Technology and Distance Education. Mrs. Robinson also has an Endorsement in ESOL. While teaching at Miami Edison Senior High School, she contributed greatly to the success of what was then (2009-2011) a low-performing school. Through hard work and dedication, Mrs. Robinson was able to provide the students instructional support, which helped transition Miami Edison Senior High School from a grade "F" to "B" in the lowest quartile (reading). Angel Robinson is committed to student learning while ensuring all students reach a quality education.

The transformation coach for literacy, Mrs. Opia Z. Astwood, is newly appointed to the school this year. She is

passionate about education and has worked diligently throughout her 10 year educational career with Miami-Dade County Public Schools and the Charter School System. She has successfully taught both 6th-8th ELA (Advanced and Regular) and Intensive Reading Courses at Mater Academy Charter School and more recently served as a Literacy Instructional Coach at Miami Jackson Senior High School. Mrs. Astwood has an Endorsement in Reading and English 6-12. While teaching at Mater Academy, Mrs. Astwood contributed greatly to the success of the school, assisting in achieving its grade of an “A”. Through her hard work and dedication, Mrs. Astwood was able to provide the “retake” students instructional support which helped the school to gain the points necessary for academic excellence. Additionally, at Miami Jackson Senior High School (2013-2016) as the Literacy Instructional Coach, Mrs. Astwood was entrusted to guide both the English, ESOL, Writing and Social Studies departments. This guidance assisted in the improvement of the school’s grade from a “C” to “B”. She believes that teacher is more than imparting knowledge; it is inspiring change.

Professional Capacity

Project Lead Strong was designed with the purpose of “building a bench” of highly-effective secondary principals and assistant principals who are prepared to turn around the most challenging, chronically low-performing senior high schools and to attract, empower, and lead high-performing teachers and improve student outcomes. This approach provides a hands-on, on-site residency experience and a structured support system, including mentoring and coaching, and build a bench of principals and assistant principals who are ready, willing, and, most importantly, able to succeed in turning around these chronically failing schools.

The district is committed to retaining high-performing teachers as well. School administrators observe teachers various times throughout the school year, using the Instructional Performance Evaluation and Growth System (IPEGS). At the end of the school year, each school principal, region staff, and ETO collaborate to review evaluation results. This process facilitates decision-making regarding teaching assignments and/or the need for replacement. Job-embedded professional development for transformation coaches and teachers is a top priority. Monthly professional development sessions with an emphasis on standard-based instruction, coaching cycles, effective instructional delivery, and interventions are provided to consistently build professional capacity at every level.

In order to recruit and retain a high-quality teaching staff, Mr. Dunn will partner with local colleges and universities, and encourage talented teachers to obtain their clinical supervision certification. This process will introduce pre-service teachers to the school and will provide opportunities to fill vacancies with new teachers who have been vetted at the school site.

Additionally, the principal actively recruits potential teaching candidates at job fairs offered by the district. Potential candidates are asked to serve as substitute teachers and observed for effectiveness before a position is offered. The school has also partnered with Teach for America to provide high-quality candidates in core areas.

Ambitious Instruction and Learning

The principal, Mr. Dunn has networked with several local colleges/universities and encouraged several talented teachers to obtain their clinical supervision certification to place student interns at the school. The interns are supported consistently throughout the year and are made to feel an integral part of the school. This allowed the principal to fill openings with new teachers who have been vetted at the school site. The principal attends all the Job Fairs offered by the district to identify a talented pool to fill any vacancies. Potential candidates are asked to serve as substitute teachers and observed for effectiveness before a job offer is

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purposed. Miami Carol City Senior High School has partnered with Teach for America and Teach Strong which provides the location with corp members that prepare students with enrichment and remedial instruction in accountability courses.

The Principal/Vice Principal and Assistant Principals conduct strategic classroom walkthroughs daily to provide support and to make certain lesson plans are translated into effective instructional delivery. Instructional rounds are also performed along with the ETO support team. Each instructional round has a clear focus and the findings are discussed through crucial conversations between the ETO staff and the leadership team. Consistent feedback is shared with the teachers, and expectations are discussed and new goals are set.

The leadership team meets regularly to discuss the progression of the school. During leadership team meetings, all data points are analyzed to determine the needs of specific students. Teachers that need support with specific standards, skills, and/or strategies are identified. There will be a special emphasizes on progress of the lowest quartile students in reading and mathematics and improving Biology proficiency. The leadership team will increase monitoring of classroom instruction, providing effective feedback to teachers and ensuring utilization of all curriculum resources.

Coaching support is assigned to support the needs of teachers based on the data outcomes as well as classroom walkthroughs. All core classes are tiered in order of areas of growth and strengths. The leadership team consistently monitors student work products every week to ensure students are meeting the demands of the standards. The administrative team as well as the transformation coaches, determines a focus for classroom walkthroughs based on the ETO bi-weekly updates.

Supportive Environment

The school's vision is to provide a safe, nurturing and academically enriched environment where all children are treated as our own. Through the implementation of strategies aligned with the shared vision, the school has created a safe and welcoming environment for the students. Through the school's counseling team which includes the Success Coach (through the Non-violence Project), Positive Behavior Coach (P.B.S), Trust Counselor and Community Involvement Specialist identified students through the Early Warning Indicators (EWI) receive support and mentoring. Through the district's Values Matter Character Development program, students demonstrating behaviors that are consistent with the core of the month are recognized at the Values Matter Student of the Month Breakfast and other incentive initiatives. The school's student services team utilizes a proactive approach to bully prevention and nonviolent interactions among students. Members of the student services team conduct classroom presentations on a weekly basis and are actively involved in the quarterly student assemblies to recognize positive student behavior. The HERO program is utilized to track the students' positive behavior points. With these points, the school celebrates positive behavior through a series of events and allows students to use their points as incentives. Carol City Senior has partnered with the Alumni Association to provide incentives for students to encourage positive behavior, academic success and excellent attendance. The Alumni Association also provides incentives to teachers that have excellent attendance.

Family and Community Engagement

Miami Carol City Senior High School encompasses pride and tradition as it involves all stakeholders in its quest for excellence. Miami Carol City Senior High School has sustained a connection between school and community through various partnerships. The Alumni Association serves as a active participant in the school improvement process.

The school has employed a Community Involvement Specialist (CIS) who conducts monthly parent learning opportunities utilizing the modules from the district's Parent Academy that include academic topics, physical and financial wellness, etc. The CIS conducts home visits as needed to encourage consistent attendance and

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serves as a liaison between the school and family needs. In addition, the school has partnered with several organizations and hosted several on site activities to promote family and community engagement:

- **Open House:** All students' parents are invited to spend a day in the life of their student. Parents follow their child's class schedule and meet each of their teachers. Parents are given an overview of the school and teacher expectations.
- **Literacy Night/Pi Night/Science Night:** Academic Coaches, teachers and instructional support staff provide parents and students with FSA/EOC tools and strategies that can be used at home in order enhance what is being taught during the instructional day.
- **City Year:** Uses a data driven approach and research based strategies to provide quality interventions to students in reading and mathematics before, during and after school. Moreover, they engage the student body in a series of service activities that ignites their interest in service and learning.
- **University of Miami School of Law/Street Law Program:** Provide MCCHS with interns from the University of Miami that facilitate forums on practical law.
- **St. Thomas School of Law:** Provide law students an opportunity to work with MCCHS students in the law program. In addition, St. Thomas University allows MCCHS to use facilities to conduct mock trials with personnel and student service judges.
- **Office of the State Attorney Junior Assistant State Attorney Program:** Conduct presentations for students in the Social Studies and Law Studies program. They also assist and prepare students for mock trial competitions.
- **All-State:** Assists with mock trial competitions.
- **100 Black Men of South Florida:** Students participate in the Law Summer Program. Members serve as mentors to students throughout the school year.
- **Codemasters/21st Century After School Tutoring Program-** This program works with select students to prepare them in the world of technology with skills on coding. Students are also provided with additional academic enrichment in mathematics and reading.
- **District 1 Advisory Committee Meetings:** A monthly forum held at Miami Carol City Senior High School that allows community members to express their input regarding education trends/issues that may occur in and around campus.

Item 2: Rationale for the turnaround option(s) selected.

M-DCPS is a national leader in school reform, continually developing innovative practices to support schools with the implementation of effective interventions to struggling students in fragile schools. This year the ETO, our districts turnaround office, demonstrated outstanding results and has improved 90% of the schools that it supports resulting in no "F" graded schools in 2017. 87 of the 97 ETO Supported School either maintained a grade of "C" or above or improved a minimum of one letter grade. In 2015, there were 48 "D" rated schools, and this number has been reduced to 14 in 2017. Of these 14 schools, 9 of them are 1 percentage point away from being graded as a "C" school and 4 of them are two percentage points from the "C" grade. M-DCPS is committed to continued school improvement by funding and supporting the Education Transformation Office (ETO.) Since its inception, the Education Transformation Office has played a critical role in developing, empowering and accelerating, sustainable school improvement. The ETO team is comprised of specialized practitioners, including Administrative Directors, Instructional Supervisors, and Curriculum Support Specialists with a proven track record of school improvement, whose primary function is to provide ongoing, on-site, job-embedded support in the areas of reading, mathematics, science, writing, and interventions. Success as a District is reflected in significant improvements in reading, math, and science, increased participation in Advanced Placement, Dual Enrollment, Industry Certification and improved graduation rates.

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Due to its continued success, the district has opted for the District-Managed Turnaround option. The district is confident that through this process, schools will continue to make significant strides and improve overall student achievement.

Part II: Implementation Plan

A. Areas of Assurance

Item 3: Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

District Capacity and Support

A District Support Formula (DSF) is used to determine the level of support needed for each school. Schools are ranked based on their DSF score from lowest to highest. The Education Transformation Office provides support to the schools within the lowest 30 percent. The District Support Formula (DSF) includes schools below the 15th percentile, lowest 300, Targeted Support and Improvement, Comprehensive Support and Improvement schools.

The ETO office ensures the provision of assistance and support services to fragile schools based on levels of student achievement. This team is comprised of a team of specialized practitioners. The team includes three Administrative Directors and one Executive Director with a proven track record of success that provide mentoring and guidance to the school site administrators in the transformation process. The ETO team encompasses fourteen content area Instructional Supervisors who provide curriculum expertise to the school-site in ensuring academic excellence. The Instructional Supervisors lead a team of forty-eight Curriculum Support Specialists whose primary function is to provide ongoing, on-site, job-embedded support to develop the capacity and effectiveness of the school transformation coaches in the district's most fragile schools. In addition, the curriculum support specialists provide content support in the areas of reading, mathematics, science, writing, and interventions to the tiered ETO schools. The Tier 3 schools receive weekly support from the ETO team.

M-DCPS designates additional funding to hire transformation coaches to provide ongoing support to teachers and interventionists in fragile schools. These transformation coaches are fully released and play an integral role in teacher development and implementing school-wide interventions. The content-specific school site transformation coaches are provided with an additional stipend of \$4,500 in an effort to recruit and retain the brightest in the field. Through the negotiated Letter of Understanding (LOU) eighty percent of the coaches' time is to provide direct instructional services related to improving and supporting classroom instruction in schools that receive support from the District's ETO. The coaching model (pre-planning, modeling, observing, and debriefing) is used to support teachers in effective evidenced-based instructional strategies that improve students' academic performance. The transformation coach assists and provides support to teachers in the development of rigorous standard-based lessons through effective common planning.

M-DCPS funds additional teaching positions that allow principals to offer courses to reduce class size, and provide remediation and/or enrichment. At the beginning of the school year, ETO and Regional centers

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work with principals to develop intervention plans. M-DCPS provides funds to utilize for hourly interventionists based on their intervention plans. These interventionists provide daily small group instruction in reading and mathematics to students in need of academic support. Schools utilize Title I funds to provide for before and after school interventions, Saturday School Academy, and Spring Break Academy inclusive of transportation to ensure maximum participation. The ETO team supports the school in utilizing high-quality curriculum to ensure improved instructional outcomes for the targeted students. Additionally, the District is involved in partnerships with organizations such as City Year, Communities in Schools, Teach for America and other community agencies which provide additional personnel to school-sites to maximize educational opportunities during the school day, before and/or after school. Job-embedded professional development is provided to all transformation coaches, teachers, and interventionists who are assigned to remediate struggling students on the supplemental intervention programs.

DATA/COM: conducted three times per year to gain a deeper understanding of school data and progress made towards intended student performance in fragile schools. The Superintendent, state, District, region, and ETO personnel collaborate to problem solve and align resources to support schools in reducing or eliminating identified barriers.

Strategic Planning Meetings: held three times per year in order for the ETO, Region personnel, and school-site leadership teams to reflect on the implementation of the defined structures and systems established to ensure student success. Topics that have significant influence on student outcomes are addressed including, family and community involvement, professional development, and data disaggregation.

Instructional Reviews: conducted three times per year with an emphasis on identifying instructional needs. The school-site leadership team and ETO, observe the implementation of the action plan and provide support.

The Principal, Mr. Ja Marv Dunn is a transformational leader and dedicated administrator with twenty years of experience working in low-performing schools. Mr. Dunn holds a Master's Degree in Educational Leadership and Bachelor's Degree in Business Management. Mr. Dunn is working towards completing a Doctoral Degree in Educational Leadership. He has a total of seventeen years of experience serving as an administrator in some of the most fragile schools in the Miami Dade County Public School System. Mr. Dunn served five years as a middle school Assistant Principal at Brownsville Middle School, six years as Vice Principal at Miami Norland Senior High School, and six years as Principal at Miami Carol City Senior High School. While serving as Assistant Principal at Brownsville Middle School, Mr. Dunn was instrumental in improving the school's grade from a "D" to a "C" during the 2001-2002 and 2004-2005 school years. While serving as Vice Principal at Miami Norland Senior High School, Mr. Dunn had a major influence in improving the school's grade from an "F" to a "D" during the 2008-2009 school year and from a "D" to a "C" during the 2010-2011 school year. Under Mr. Dunn's leadership as Principal, Miami Carol City Senior High School's grade improved from a "C" to a "B" in 2013 and the school's graduation rate has increased from 64% to 81%. Mr. Dunn has participated in numerous leadership development programs and institutes to build his capacity and support others in area of Educational Leadership. Mr. Dunn participated in the Superintendent's Urban Principal Initiative in 2009, a leadership program designed to prepare aspiring Assistant Principals for the role of urban school Principal. In 2011, Mr. Dunn participated in Harvard University's Graduate School of Education's Urban Principal Summer Institute, where urban school principal's from across the nation were brought together to focus on capacity building, collaborative work, and shaping our school's culture. In 2014 and 2017, Mr. Dunn was selected by M-DCPS to serve as a mentor via the Instructional Leadership in Educational Administration Development (iLEAD). The iLEAD program mentors prospective assistant principal candidates to turn around the most challenging, low-performing schools. Mr. Dunn is currently enrolled in William and Mary College working towards completing an Educational Doctoral Degree in Educational Leadership.

School Capacity

Administrators

Miami-Dade County Public Schools (M-DCPS) recognizes that the school principal is one of the most essential success factors in a school environment. It is essential for the District to attract and retain high performing principals in the hardest to staff schools. M-DCPS has developed a compensation model for principals that is differentiated by school type. The Principal Differentiated Compensation Model (PDCM) incorporates several indicators to differentiate principals' compensation based on each school's complexity. The model provides each school principal with a standard PDCM base salary. Supplements are assigned to each school site based on the following factors, as applicable:

- Full-Time Equivalent
- Percent of Economically Disadvantaged Students Receiving Free and Reduced Lunch
- Percent of Students Reading at Levels 1 and 2
- School Configuration
- Percent of Students Participating in Exceptional Student Education Programs
- Persistently low achieving schools as identified by the District and/or State

The supplement amounts designated for each school is recalculated every two years except for the persistently low achieving schools supplement which is adjusted annually.

The School-site (Managerial Exempt Personnel) MEP Evaluation System is utilized to evaluate the performance, duties, and responsibilities of all administrative and supervisory personnel. The system is based on contemporary research that indicates educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development. It is also fully aligned with the Florida Principal Leadership Standards. Each year, the performance of each school administrator is evaluated in three domains: 1. Student Growth Measures 2. Leadership Practice 3. Deliberate Practice, to ensure continuous improvement. A school leader who receives a rating of "Unsatisfactory" is issued a Performance Intervention Plan (PIP) to appropriately support the leader in specified areas of need. In addition to performance results, district and region staff will also evaluate school need and school grade to make informed decisions regarding retention or replacement of school administrators.

Through Scaled Leadership Development, school site administrators are given the opportunities meet with district staff and ETO to gain a deeper understanding of developing operational systems and structures to support effective instructional practices. Additionally, the Scaled Leadership Development enhances administrators' knowledge of the standards, instructional best practices, and providing appropriate feedback to support to teachers based on the identified needs. M-DCPS administrators are given opportunities to participate in District and educational organization sponsored learning institutes and leadership conferences.

To fully support school administrators through the transformation process, Principal Instructional Academies (iCADs) are held once per month and provide an opportunity for school principals to share best practices, analyze data, reflect, and collaborate with their colleagues. The purpose of this professional development is to build every principal's capacity as an instructional leader. During principal iCADs, instructional rounds are conducted. Through instructional rounds, school site leaders visit schools with similar challenges to observe successes and acquire innovative strategies from colleagues who have overcome these barriers. The instructional rounds and classroom observations support principals in analyzing classroom instruction and defining structures of support based on classroom observations. Principals also have the guidance and support of Administrative Directors who serve as mentors to further

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develop their instructional leadership skills.

Principals work in conjunction with the region and ETO supervisors regarding the selection of members of the leadership team, to include transformation coaches, community involvement specialists, and behavior coaches.

M-DCPS is committed to build a pool of effective leaders to serve in the most fragile schools through Building Excellence in Novice Leaders through Challenges and High expectations (BENCH). The program is designed to be a job-embedded professional development where aspiring assistant principals and principals are mentored through a school-site internship with an effective turnaround leader.

M-DCPS has clearly defined structures and systems to ensure the school has an effective administrator capable of leading the turnaround efforts. The district is strategic in placing veteran principals in the Comprehensive Support and Improvement schools to effectively lead turnaround efforts. In addition, the district considers the following experiences and competencies:

- Proven track record in transforming schools and improving student outcomes.
- Ability to build relational trust among stakeholders and establish a clear shared vision for student achievement.
- Demonstrate the interpersonal skills necessary to motivate, and inspire staff to be reflective and innovative.
- Maximize human capital to address the needs of all learners.
- Committed to the consistent pursuit of home, family, and community partnerships to support the school in the transformation process.
- Ability to effectively analyze data to inform decisions, making clear, logical plans that people can follow, and ensuring a strong connection between school learning goals and classroom instruction.

The Principal, Mr. Ja Marv Dunn has been at the school since 2011. He is a transformational leader and dedicated administrator with twenty years of experience working in low-performing schools. Under Mr. Dunn's leadership as Principal, Miami Carol City Senior High School's grade improved from a "C" to a "B" in 2013 and the school's graduation rate has increased from 64% to 81%. Mr. Dunn served five years as a middle school Assistant Principal at Brownsville Middle School, six years as Vice Principal at Miami Norland Senior High School, and six years as Principal at Miami Carol City Senior High School. While serving as Assistant Principal at Brownsville Middle School, Mr. Dunn was instrumental in improving the school's grade from a "D" to a "C" during the 2001-2002 and 2004-2005 school years. While serving as Vice Principal at Miami Norland Senior High School, Mr. Dunn had a major influence in improving the school's grade from an "F" to a "D" during the 2008-2009 school year and from a "D" to a "C" during the 2010-2011 school year.

Educators

M-DCPS values the efforts of effective teachers as they are estimated to have two to three times the impact of any other school factor. Our district is committed to retaining high-performing teachers, especially in the TOP schools. D graded schools designated as educational emergencies will implement the following actions to ensure a highly-qualified staff is in place:

- Instructional staff (including hourly and part-time teachers who have assigned courses and issue grades) must hold a valid Florida Professional Educators Certificate or Florida Educator Certificate or Statement of Status of Eligibility.
- All reading, language arts, and mathematics teachers will have a demonstrated record of learning gains higher than the District average for the grade configuration. Teachers assigned to courses with an End Of Course (EOC) exam will demonstrate a higher percentage passing rate than the District average.

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- Teachers rated Needs Improvement or Unsatisfactory on their 2015-2016 Unified Summative Evaluation will be subject to involuntary transfers to an alternate location pursuant to Article XII, Section 8 of the M-DCPS/UTD Labor Contract.
 - Teachers rated Needs Improvement or Unsatisfactory on their 2016-2017 Unified Summative Evaluation will be subject to involuntary transfers to an alternate location pursuant to Article XII, Section 8 of the M-DCPS/UTD Labor Contract effective the subsequent school year.
 - Identified schools will be given priority to interview eligible candidates to ensure that the school is fully staffed with highly effective personnel prior to opening of schools.
 - Transformation Coaches in the areas of reading, math, and science with Highly Effective/Effective ratings and demonstrating favorable survey results as referenced in the Transformation Coach Letter of Understanding (LOU) will be assigned to the identified schools to provide direct support to teachers in instructional delivery. Coaches at the Comprehensive Support and Improvement Schools will be certified in the area they coach or have completed all coursework for the areas they coach.
- School administrators observe classroom teachers at various times throughout the school year, using the Instructional Performance Evaluation and Growth System (IPEGS). This evaluation system assesses instructional staff on seven (7) performance indicators: Learner Progress, Knowledge of Learners, Program Management, Program Delivery, Assessment, Communication, and Professionalism. Appropriate opportunities for improvement are afforded throughout the year to professionals who demonstrate a need in any of the indicators. Start Sharp is a unique opportunity for the teachers of the Targeted Support & Improvement and Comprehensive Support & Improvement schools to obtain additional planning time (four days) prior to the beginning of school. This allows the teachers to effectively plan and prepare for a successful opening of school. At the end of the school year, each school principal, region staff, and ETO collaborate to analyze student achievement data at the teacher level. This process facilitates decision-making regarding teaching assignments and/or the need for replacement and ensure that students are strategically assigned to high-performing teachers. Teachers who have not significantly contributed to improved student outcomes are considered for Involuntary Transfers.

Highly Effective instructional personnel transferring into one of the identified schools, or who remain at one of the identified schools, will commit to teach for three school years (2017-2018 through 2019-2020). Voluntary transfer requests, during the three year period, must be mutually agreed upon by the teacher and principal with Region review and approval. All supplements listed below are only available while serving as a full-time instructional employee in one of the schools identified in Appendix A unless otherwise specified.

- Full-time core subject area teachers who have been rated Highly Effective for two consecutive years (2014-2015, 2015-2016), who remain at or transfer into a school identified in Appendix A, will be eligible for a \$5,000 Recruitment/Retention supplement to teach in a core subject area at the identified school. Core subject area is defined as language arts/reading, math, science, social studies, and teachers of elementary gifted. Exceptional education teachers must also have a core subject area certification in order to qualify.
- Full-time instructional personnel at schools identified in Appendix A will receive a \$1,500 Title I supplement. For these 14 identified schools, this supplement replaces the current Title I supplement previously negotiated.
- Full-time Instructional personnel teaching in an accountability area assessed by a state-required assessment, as identified by the list below, and whose students' 2016-2017 learning gains/proficiency rates are above the District average for the specified content area/grade level will receive a Learning Gains/Proficiency supplement of \$3,000. For teachers who fall within this provision and maintain student learning gains above the District average for school years 2017-2018, 2018-2019, and 2019-2020, the \$3,000 supplement will be added permanently to their base salary. Teachers with multiple accountability

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areas will only receive one Learning Gains/Proficiency supplement.

Measured by Learning Gains

- ELA Grades 3, 4, 5, 6, 7, 8, 9, 10
- Math Grades 3, 4, 5, 6, 7, 8
- Algebra
- Geometry
- Algebra 2 (only eligible 2016-2017)
- Intensive Reading and Math 6-12

Measured by Proficiency

- Science Grades 5 and 8
- Civics
- Biology
- United States History

- Transformation coaches are eligible to receive the learning gains/proficiency incentive if the learning gains/proficiency, as outlined above, in the area the coach supported during the previous year was above the District average.
- Full-time instructional personnel at the identified schools who utilize fewer than a total of five sick, personal, and leave without pay absences will receive a \$2,000 stipend to be paid in June of 2018.

B. Areas of Focus

Item 4: Area(s) of Focus selected by the district based upon the school's needs assessment.

- | | |
|-------------------------------------------------------------------|----------------------------------------------------------------|
| <input checked="" type="checkbox"/> 1. Assessments | <input checked="" type="checkbox"/> 4. School Leadership |
| <input checked="" type="checkbox"/> 2. Instructional Programs | <input checked="" type="checkbox"/> 5. Increased Learning Time |
| <input checked="" type="checkbox"/> 3. Differentiated Instruction | |

Item 5: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address the selected Area(s) of Focus.

District Capacity and Support

Assurance 1 Assessment

M-DCPS utilizes a variety of assessments to ensure students' progress is frequently monitored and adjustments are made to classroom core instruction, small group instruction, course assignments and intervention services to ensure academic success for all students. Students enrolled in the Read 180/Systems 44 are progress monitored through the Reading Inventory and the Phonics Analysis given 3 times a year.

At Carol City Senior, all students scoring Level 1 and 2 on the Reading FSA take the FAIR diagnostic reading assessment three times a year. Teachers utilize the results to provide remediation and support in foundational reading skills. All students in 9th-10th grade and students in 11th and 12th grade who have not shown mastery on the reading FSA take an HMH Reading/Writing baseline and midyear comprehensive exam to measure students' progress towards the Language Arts Florida Standards (LAFS).

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In addition, students take a baseline and mid-year assessment in Science as well as topic assessments to measure progress on the standards designated in the pacing guides. High School students take topic assessments on instructed standards from the pacing guides.

Finally, United States History is measured by a comprehensive mid-year assessment and periodic topic assessments.

The data collected is used to inform teachers instruction and provide differentiated support to students that are not demonstrating mastery. Data chats are held by the ETO office and the school's leadership through DATA/COM and strategic planning. The schools' leadership teams conduct frequent data chats with the teachers. The teachers then conduct data chats with students to encourage ownership of their progress. Parents are given periodic information on the students' progress on these assessments. The data is collected and stored in individualized, easily accessible data tools utilizing Power BI and dashboard tracking. These dashboards reflect student and/or school progress. The data team allows school-sites to focus on instruction as opposed to processing data. Therefore, modifications to curriculum, resources, and/or personnel can occur to expedite meeting the needs of students to accelerate achievement outcomes.

Assurance 2 Instructional Programs

M-DCPS utilizes district developed strategic Pacing Guides for all courses to ensure that the core curriculum is implemented with fidelity and provides students with deep exposure to the Florida State Standards in reading, mathematics, social studies and the Next Generation State Standards in Science. The district utilizes a variety of research-based materials including Houghton-Mifflin Harcourt-Collections, Read 180/Systems 44, and Personal Math Trainer.

English Language Arts 9-12 classes utilize the Houghton Mifflin Harcourt Collections program. The Collections program is Common Core aligned and provides students with complex texts, and requires them to think critically and communicate effectively with their peers. High poverty, at risk students are likely to be excluded from advanced classes. Exposure to complex texts and a rigorous curriculum provides them with challenging opportunities to be able to compete in a global society.

Intensive Reading classes in 9th-10th grade utilize the National Geographic/Cengage Edge program. The Edge program prepares students for success with the Common Core standards by infusing specific reading strategies to promote the understanding of the complex text. The texts include National Geographic content and multicultural literature. This program is effective for high poverty, at risk students because it meets students at their instructional level and provides them with varied and relatable thematic text sets.

Intensive Reading Plus classes in 9th-10th grade utilize the Houghton Mifflin Harcourt Read 180/Systems 44 program for the students demonstrating the most difficulty in reading. The Read180/Systems 44 program remediates students through the implementation of the Multi-Tiered Systems of Supports approach. This approach allows for individual student needs to be met. The Read 180/Systems 44 program customizes the learning process through a technology component and leveled readers that address the instructional needs of students. In addition, the program progress monitors students throughout the year and the instructional levels are adapted to those results. This program is listed in the "What Works Clearinghouse" as a program that has a substantial effect size in improving students' reading abilities.

High School Science utilizes the Miller-Levine Biology text-book from Pearson and the Next Generation Sunshine State Standards. Higher Order Thinking Laboratories are used every week to provide students with a hands-on learning experience which serves the dual purpose of reinforcing concepts while activating student's mental engagement and processing of concepts taught. Research has shown that struggling learners are more interested in laboratory work than other classroom activities, and there is

evidence to suggest that this may correlate with improved student performance.

In High School mathematics, Houghton-Mifflin Harcourt materials are used for the core mathematics course and is closely aligned to the Mathematics Florida Standards. The curriculum materials provide a computer based program to supplement the interactive textbook. Edgenuity and Math Nation is an assessment preparation tool for students to utilize during their preparation for the End of Course Exam (EOC.)

In United States History, the district utilizes a variety of research-based materials including Edgenuity and materials in Middle School from McGraw-Hill Florida Middle School United States History – Early Years for 6th and 8th grade, United States History and Florida Middle School Civics for 7th grade Civics. In High School, Pearson-Prentice Hall Pearson Florida World History for 9th grade, Pearson Florida United States History for 11th grade, Pearson Florida Economics and Pearson Florida McGruder’s American Government in 12th grade. Students have all materials in an interactive e digital version, in addition to a printed copy to meet the needs of all learners. Instructional materials include topic assessments, differentiated instruction, and project-based learning.

Assurance 3 Differentiated Instruction

The master schedule requirements will require that students enrolled in Intensive Reading Plus classes have a separate Language Arts course. Teachers provide differentiated instruction during small group rotations within the instructional block utilizing various data points such as FSA scores, FAIR scores, reading inventory scores, and formal and informal classroom assessment data. In addition, Miami Dade County Public Schools offers additional academic support through hired interventionists. They provide targeted small group instruction to students needing support in mastering the standards.

Differentiated Instruction in high-school science takes place after data-chats have been conducted with each teacher and student. Students are grouped by performance on benchmarks to conduct remediation activities for each of these benchmarks. Webb's Cognitive Thinking Scale is utilized to create activities that matches' the students' academic ability. The groups are fluid and reconfigured after each datachat, which allows students' individualized needs to be met.

In High School mathematics, the Master Schedule requirements for turnaround High Schools includes a requirement to concurrently enroll Level 1 and Level 2 incoming ninth graders into an Algebra 1 A-B course, which will allow students to receive additional support within the two courses. Furthermore, all students enrolled in a Geometry class that received a Level 1 or Level 2 in the prior year’s EOC, will be enrolled in the core Geometry class along with a mathematics intensive class that will provide students the building skills needed to be successful in the core subject. Teachers provide differentiated instruction during small group rotations within the instructional block and built-in RTI days utilizing various data points such as EOC/FSA scores, topic assessment scores, the Personal Math Trainer progression, and formal and informal classroom assessment data.

In United States History an instructional framework is implemented so that students participate in small group instruction called “situation stations.” The situation stations are designed to provide differentiated support to students scoring below mastery on the standards based on the results of the topic assessments and midyear assessments. The situation stations expose students to various types of EOC-type stimuli. Students then demonstrate understanding through writing that is aligned to the Florida Standards for Writing in History, Science, and Technical Areas.

In addition, Carol City Senior High School participates in the AmeriCorps, City Year program. The program places 8 corps members to provide support with attendance monitoring and incentive programs. AmeriCorps members tutor students one-on-one and in small groups, implementing intervention strategies in foundational skills that supplement the schools' curricula to increase student academic performance. AmeriCorps members also support whole class instruction and lead out-of-class activities that complement classroom learning and help put students on a path towards High School graduation.

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AmeriCorps members work closely with students to monitor and improve attendance through attendance initiatives, direct student coaching, and communication to parents and guardians. In addition, City Year provides behavioral support as AmeriCorps members coach students in developing various lifelong social, emotional and leadership skills through instruction in social emotional learning, and near-peer coaching and goal setting.

Assurance 4 Effective Leadership:

Miami-Dade County Public Schools (M-DCPS) recognizes that the school principal is one of the most essential success factors in a school environment. It is essential for the District to attract and retain high performing principals in the hardest to staff schools. M-DCPS has developed a compensation model for principals that is differentiated by school type. The Principal Differentiated Compensation Model (PDCM) incorporates several indicators to differentiate principals' compensation based on each school's complexity. The model provides each school principal with a standard PDCM base salary. Supplements are assigned to each school site based on the following factors, as applicable:

- Full-Time Equivalent
- Percent of Economically Disadvantaged Students Receiving Free and Reduced Lunch
- Percent of Students Reading at Levels 1 and 2
- School Configuration
- Percent of Students Participating in Exceptional Student Education Programs
- Persistently low achieving schools as identified by the District and/or State

The supplement amounts designated for each school is recalculated every two years except for the persistently low achieving schools supplement which is adjusted annually.

The School-site (Managerial Exempt Personnel) MEP Evaluation System is utilized to evaluate the performance, duties, and responsibilities of all administrative and supervisory personnel. The system is based on contemporary research that indicates educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development. It is also fully aligned with the Florida Principal Leadership Standards. Each year, the performance of each school administrator is evaluated in three domains: 1. Student Growth Measures 2. Leadership Practice 3. Deliberate Practice, to ensure continuous improvement. A school leader who receives a rating of "Unsatisfactory" is issued a Performance Intervention Plan (PIP) to appropriately support the leader in specified areas of need. In addition to performance results, district and region staff will also evaluate school need and school grade to make informed decisions regarding retention or replacement of school administrators.

Through Scaled Leadership Development, school site administrators are given the opportunities meet with district and ETO staff to gain a deeper understanding of the standards, instructional best practices on how to provide appropriate feedback and support to teachers based on the identified needs. In addition, administrators are given opportunities to participate in District and educational organization sponsored learning institutes and leadership conferences.

To fully support school administrators through the transformation process, Principal Instructional Academies (iCADs) are held once per month and provide an opportunity for school principals to share best practices, analyze data, reflect, and collaborate with their colleagues. The purpose of this professional development is to build every principal's capacity as an instructional leader. During principal iCADs, instructional rounds are conducted. Through instructional rounds, school site leaders visit schools with similar challenges in order to observe successes and acquire innovative strategies from colleagues who have overcome these barriers. The instructional rounds and classroom observations support principals in analyzing classroom instruction and defining structures of support based on

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classroom observations. Principals also have the guidance and support of Administrative Directors who serve as mentors to further develop their instructional leadership skills.

Principals work in conjunction with the region and ETO supervisors regarding the selection of members of the leadership team, to include transformation coaches, community involvement specialists, and behavior coaches.

Assurance 5 Increased Learning Time

Carol City Senior High School will provide Before and/or After-School tutoring for targeted students, Saturday Academy (starting no later than January 13, 2018 and Spring Break Academy (minimally 3 days during the week of March 26th – 30th 2018.)