

MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

Miami Springs Senior High School #7511

Principal (Last Name, First Name)

Torossian, Alfred

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)

Cadaval, David; Robisnon, Felicia

MTSS Coordinator (Last Name, First Name)

Robinson Felicia

Demographic Overview

As a 9th-12th high school, Miami Springs Senior High School consists of 1,205 ethnically diverse students. Miami Springs High School student body consists of 80% Hispanic, 15% Black, 3% White and 2% Other. 85% of the students are on Free/Reduced Lunch.

Current School Status

a. Provide the School's Mission Statement

The mission of Miami Springs High School is to encourage students to become lifelong learners and to build successful lives in a rapidly changing global community by providing excellence in academics. It is the goal of Miami Springs Senior High School to promote high academic achievements and assist students in developing a plan post graduation. We afford students with the opportunity to take on new challenges, be risk-takers, explore career paths and promote autonomy.

b. Provide the School's Vision Statement

The vision of Miami Springs Senior High School is to empower our students to lead lives of purpose and merit by encouraging social awareness and global responsibility.

School Narrative

1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.

Miami Springs is located in the Miami-Dade County, Florida area. The students we serve reside mainly in Hialeah, Medley, Brownsville, and Miami Springs. Grade levels range from 9th-12th grades. Approximately 85% of the population is on free and reduced lunch. We offer various programs such as iTECH Academy Magnet with electives such as Digital Media and Multimedia Design. Our academy of Hospitality and Tourism, a career-oriented program prepares our students for a career in Hospitality. Fine Arts, Medical Labs, Culinary Arts, Law Studies, STEAM courses and the Visual Arts and Law Studies are just a few of the various courses we offer. We are in the second year of launching our new Trade and Logistics Program where students are exposed to real-life freight forward experiences to meet industry demands. Enrichment classes are also infused into our curriculum through courses from Advanced Placement and the Cambridge Program designed for the 9th and 10th grade students with advancement to rigorous AP and AICE Courses during the 11th and 12th grades. Additionally, students participate in OJT (On the Job Training) or Executive Internships Programs during their Junior and Senior years. Students are afforded the opportunity to participate in the College Road Trip which

allows students to visit various college campuses in order to invigorate their desire to pursue college upon graduation. This provides them with an experience of how to better prepare themselves for the "real world".

Are you a Title I School?

yes

Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

Phase I: Data Analysis (July 15 – August 14, 2020)

Phase I of the School Improvement Process will begin at the 2020 Synergy Summer Institute. The School Leadership Team (SLT) will participate in a Strategic Planning Course to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year.

After Synergy the SLT will continue the completion of Phase I by reflecting on the current practices and processes contributing to the data results during a Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school's continuous improvement process. The SLT will develop overarching Outcome Statements for the 2020-2021 school year.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school's plan will address, and be aligned to, the school's unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture and Academic Programs Data Map via Power BI: SIP Dashboard
- School Culture Data and Systems Review Organizer
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

Phase I

Data Analysis

Analyze - Reflect - Identify

Phase I will be completed during the 2020 Synergy Summer Institute.

July 15 - August 14, 2020

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

Through data disaggregation, reflection and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2020-2021 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*
- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2020-2021 Opening of Schools*

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will access and review all 2019-2020 data points provided on the SIP Dashboard located on Power BI. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

Data and Systems Review

1. *SLTs will analyze the School Culture and Academic Programs Data on the SIP Dashboard (i.e. student level data and teacher level data) and discuss findings.*
2. *Within the Data and Systems Review Organizer, classify data findings into the second column titled:*

“Data Findings & Area” based on their appropriate rating (input no more than three data points for each rating):

- ***Significantly Improved Data Findings:*** *Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school's overall success.*
- ***Neutral Data Findings:*** *Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school's overall performance.*
- ***Significantly Decreased Data Findings:*** *Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate*

below the norm performance. Select the three data points that have had the negative impact on overall school success.

3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled "Rationale for Selection of Data" for School Culture and Academic Programs.
4. Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled "Connected Essential Practices". Input no more than three Essential Practices for each data finding (only one per each data finding is required).

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school's performance.

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the 2019-2020 Climate Survey, results indicate 55% of the staff felt adequate measures are used to deal with disruptive behaviors, as compared to The 2018-2019 School Climate Survey results of 50%. This is an increase of 5 percentage points.	The staff feel that due to the cooperation received from our faculty adequate measures are used to deal with disruptive behaviors. This is impactful because disruptive behaviors will limit effective classroom instruction.	Celebrate Successes Promoting Growth Mindset Positive Behavior Support (PBS)
	According to the 2019-2020 Climate Survey, result indicate that 92% of staff feels safe at school, as compared to The 2018-2019 School Climate Survey results of 71%. This is an increase of 21 percentage points.	Additional safety measures were added to increase the safety and security of students and staff. This data is impactful because it will ensure an optimal learning environment for teachers and students.	Leadership Visibility and Accessibility Social and Emotional Learning (SEL) Team Building Activities
	According to the 2019-2020 Climate Survey results indicates that 100% of	Custodians are diligent workers who are closely monitored by administration.	Positive Behavior

	<p>staff feels the school is kept clean and in good condition, as compared to 2018-2019 results of 81%. This is an increase of 19 percentage points.</p>	<p>Monthly meetings and daily check-ins insure a clean building. This is impactful because a clean school environment will ensure an optimal learning and teaching is taking place.</p>	<p>Support (PBS)</p> <p>School Spirit, Pride and Branding</p> <p>Shared Leadership</p>
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Essential Practice for Significantly Improved Data Findings (Sustained)

Shared Leadership

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	<p>According to the 2019-2020 Climate Survey results indicate that 47% of students stated "I like coming to school" as compared to 2018-2019 results of 46%. This is a 1 percentage point difference.</p>	<p>Student attendance is remaining stable this is impactful by continuing to increase Student Attendance, student proficiency should continue to increase.</p>	<p>Attendance Initiatives</p> <p>Empower Teachers And Staff</p> <p>Effective Use of School and District Support Personnel</p>
	<p>According to the 2019-2020 Climate Survey results indicate that 7% of students feel gang activity is a problem as compared to The 2018-2019 School Climate Survey results of 5%. This is a 2 percentage points difference.</p>	<p>Administration and faculty are vigilant and assist in creating meaningful adult connections. This is impactful because making those meaningful connections will continue to decrease gang activity at the school.</p>	<p>Staff-Student Connections</p> <p>Clubs and Extracurricular Programming</p> <p>Effective Use of School and District Support Personnel</p>
	<p>According to the 2019-2020 Climate Survey results indicate that 92% of staff and school personnel feel we work together, as compared to The 2018-2019 School Climate Survey results of 89%. This is a 3 percentage points difference.</p>	<p>Strong working relationships create empowerment in teachers. This includes sharing of best practices, strategies, and resources. Faculty feels trust among colleagues. Strong working relationships endure in our building.</p>	<p>Celebrate Successes</p> <p>Empower Teachers And Staff</p>

Positive Behavior Support (PBS)

Essential Practice for Neutral Data Findings (Secondary)

Effective Use of School and District Support Personnel

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2019-2020 Climate Survey, results indicate that student attendance 0-5 days absent was at 28%, as compared to the 2018-2019 results of 32%. This is a decrease of 4 percentage points.	This is impactful because students need to be in school in order to learn. When students are absent, they miss instruction that is viable for effective learning, which increases student achievement.	Positive Behavior Support (PBS) Celebrate Successes Attendance Initiatives
	According to the 2019-2020 Climate Survey, results indicate that 65% students felt teachers communicated effectively with them, as compared to 2018-2019 results of 73%. This is a decrease of 8 percentage points.	This data finding was selected because communication with students should occur frequently and should assist in creating a cognitively stimulating physical school environment that informs and engages students.	Family Engagement Rewards/Incentives Mindfulness
	According to the 2019-2020 Climate Survey, results indicate that 70% of our teachers feel satisfied about how their career, as compared to 2018-2019 results of 75%. This is a decrease of 5 percentage points.	This data finding was selected because there should be a decrease rather than an increase of students failing core subjects. This negatively impacts Mathematics skills, thus leading to decreased proficiency.	Celebrate Successes Effective Use of School and District Support Personnel Shared Vision/Mission

Essential Practice for Significantly Decreased Data Findings (Primary)

Shared Vision/Mission

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s)
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			contributed most to the data findings?
Significantly Improved Data Findings	According to the 2018-2019 Academic Data Map, the proficiency in the Algebra I is 44% as compared to 39% in the 2017-2018 school year. This is an increase of 5 percentage points.	This was impactful because it shows giving students extended learning opportunities will help increase the proficiency in Algebra 1.	Collaborative Data Chats Collaborative Learning / Structures Ongoing Progress Monitoring
	According to the 2018-2019 Academic Data Map the Social Studies proficiency was 83%, as compared to 66% in the 2017-2018. This is an increase of 17 percentage points.	This is impactful because it ensures the students have the reading/ comprehension skills to build upon. Additionally, it closes the achievement gap and will result in a higher school grade, as well as increase student achievement.	Vertical Planning Collaborative Learning / Structures Student-Centered Learning
	According to the Academic Data Map, the 2018-2019 10th grade students achieving proficiency in the FSA ELA is 49% as compared to 43% in the 2017-2018 school year. This is an increase of 6 percentage points.	This finding is most impactful because ELA proficiency directly impacts student achievement within all subject areas. Without increased ELA proficiency, we will not meet the goals of closing the achievement gap and earning a school grade of a "B".	Differentiated Instruction Collaborative Data Chats Differentiated Instruction

Essential Practice for Significantly Improved Data Findings (Sustained)

Collaborative Data Chats

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to Academic Data Map, in 2018-2019 the FSA ELA, proficiency is 45% as compared to 46% in the 2017-2018. This is a decrease of 1 percentage point.	We were able to maintain our proficiency in ELA throughout the two year period. This is impactful because it maintain the achievement gap and will result in allowing us to maintain school grade, as well as increase student achievement.	Collaborative Learning / Structures Student-Centered Learning Data-Driven Instruction

	According to Academic Data Map, in 2018-2019 the FSA Math proficiency is 36% as compared to 36% in the 2017-2018 school year. There is no change shown in percentage points over the 2017-2018 school year.	Since the proficiency remained unchanged, this impacted our school grade from increasing and maintaining a "B". This is also impactful because those students will lack the prerequisite skills for the next school year.	Collaborative Data Chats Ongoing Progress Monitoring Instructional Support/Coaching
	According to the 2018-2019 Academic Data Map, the percentage of students achieving proficiency in the grade 9 FSA ELA is 44% as compared to 45% in the 2017-2018 school year. This is a decrease in 1 percentage point.	This is impactful because it shows that an implementation plan has to be in place to target those areas of needed improvement to increase ELA proficiency.	Goal Oriented Learning Interventions/RtI Differentiated Instruction

Essential Practice for Neutral Data Findings (Secondary)

Data-Driven Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2018-2019 Academic Data Map, the proficiency in the Biology EOC is 56% as compared to 67% during the 2017-2018. This is a decrease of 11 percentage points.	The 2018-2019 Biology EOC proficiency directly impacts our students achievement. All students should reach a minimum of a year's growth on the Biology EOC assessment.	Extended Learning Opportunities Collaborative Evaluation of Student Work Corrective Feedback for Students
	According to the 2018-2019 Academic Data Map, the proficiency in the Geometry EOC is 30% as compared to 33% in the 2017-2018. This is a decrease of 3 percentage points.	The Geometry students insufficient progress is impactful because it negatively impacted our students from achieving a year's growth.	Rubrics Utilization Lesson Study Goal Oriented Learning
	According to the 2018-2019 Academic Data Map, the proficiency in the grade 9 FSA ELA is 44% as compared to 45% in the 2017-2018. This is a decrease in 1 percentage point.	This negatively impacts our students from achieving a year's growth in ELA. This is impactful because the Differentiated Instruction was not as effective as it could have been.	Effective Questioning/Response Techniques Collaborative Data Chats Differentiated Instruction

Essential Practice for Significantly Decreased Data Findings (Primary)

ESSENTIAL PRACTICES REVIEW

School Leadership Teams will examine the “Connected Essential Practices” column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.

Sustained Essential Practice

To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Improved Data Findings” section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific.

Primary Essential Practice

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Decreased Data Findings” section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school’s overall performance during the 2020-2021 school year.

Secondary Essential Practice

To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the “Neutral Data Findings” section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school’s overall performance during the 2020-2021 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

Shared Leadership

Primary Essential Practice

Shared Vision/Mission

Secondary Essential Practice

Effective Use of School and District Support Personnel

ACADEMIC PROGRAMS

Sustained Essential Practice

Collaborative Data Chats

Primary Essential Practice

Corrective Feedback for Students

Secondary Essential Practice

Data-Driven Instruction

PART TWO

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 2020-2021 school year. The next step in the process is to assess and develop the School Leadership Team's skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. SLTs will assess their current skill level in each of the Core Competencies and determine how they will be applied throughout the School Improvement Process.

Competency 1: Commitment to Students *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

Commitment to Students includes certain behaviors such as:

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*
- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.

Competency 2: Focus on Sustainable Results *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

A Focus on Sustainable Results includes certain behaviors such as:

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*
- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

Competency 3: Developing Others *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

Developing Others includes certain behaviors such as:

- *setting positive expectations*
- *personally providing instruction*
- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

Competency 4: Engages the Team *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

Engaging the Team includes certain behaviors such as:

- *empowering others*
- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

Competency 1: Commitment to Students

Describe the School Leadership Team's current reality regarding Commitment to Students.

Teachers explicitly supports difficult decisions and policies by improving the school's practice of instruction and advance learning for each and every student.

As evidenced by:

An increase in 21 points or 2.1% over the 2017-2018 school year; earning our school grade of a "B" during the 2018-2019 school year.

Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.

The School Leadership Team will take ownership for student's learning. They will set high expectations for all learners. There will be a relentless pursuit of the implementation of what is right for all students.

Competency 2: Focusing on Sustainable Results

Describe the School Leadership Team's current reality regarding Focusing on Sustainable Results.

The School Leadership Team takes multiple courses of action that are measurable and tangible to minimize risk and ensure success.

As evidenced by:

There has been a consistent increase in graduation percentage rate over the past six years from 76% to 84% during the 2019-2020 school year.

Describe how the School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process.

The School Leadership Team will prioritize activities, implement initiatives, regularly track progress and demonstrate perseverance.

Competency 3: Developing Others

Describe the School Leadership Team's current reality regarding Developing Others.

The School's Leadership Team ensures that teachers obtain the experiences and training needed to develop new as well as seasoned professionals and enhance their levels of capability.

As evidenced by:

During Faculty Meetings, Department Chairperson Meetings, Department Meetings, and PTSA mixers, teachers are motivated with a compelling vision and enthusiasm.

Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.

Growth in the area of Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the school year. Teachers will increase their feeling of empowerment by affording teachers with the right to participate in the determinations of school goals and policies and to exercise professional judgment about what and how to teach. Professional Development opportunities will be provided in-house and well as through My Learning Plan.

Competency 4: Engages the Team

Describe the School Leadership Team's current reality regarding Engages the Team.

The School Leadership Team promotes team morale and enhance performances. They take action to make the team effective and ensures the team has the opportunities to perform.

As evidenced by:

During Faculty Meetings, Department Chairperson Meetings, Department Meetings, and PTSA mixers, teachers are motivated with a compelling vision and enthusiasm.

Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.

During Faculty Meetings, Department Chairperson Meetings, and Department Meetings, we communicate a vision to motivate the school's mission and goals.

PART THREE

PRIORITY ACTIONS DEVELOPMENT

School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2020-2021 school year.

Sustained Essential Practice

SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2020-2021 school year.

Secondary and Primary Essential Practices

SLTs will identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2020-2021 school year.

Priority Actions

Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2020-2021 school year. These actions will be captured under Priority Actions.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

Shared Leadership

Priority Actions for the Sustained Essential Practice

The Priority Actions for the Sustained Practice are to create protocols that foster collaboration and holds stakeholders accountable. Staff will be provided access to all data platforms, staff will receive development in how to analyze various reports, staff will meet individually with leadership team to discuss results and instructional decisions, staff will utilize data during planning sessions, staff will utilize progress monitoring processes in each quarter, staff will conduct data chats with students utilizing student friendly rubrics.

Primary Essential Practice

Shared Vision/Mission

Priority Actions for the Primary Essential Practice

Through communication at our Opening of School meeting information will be clearly disseminated through various mediums such as Ted Talks, discussion, collaborative grouping and relevant research data.

Secondary Essential Practice

Effective Use of School and District Support Personnel

Priority Actions to Enhance the Secondary Essential Practice

Through communication at our Opening of School meeting information will be clearly disseminated through various mediums such as Ted Talks, discussion, collaborative grouping and relevant research data.

ACADEMIC PROGRAMS

Sustained Essential Practice

Collaborative Data Chats

Priority Actions for the Sustained Essential Practice

Staff will be provided access to all data platforms, staff will receive development in how to analyze various reports, staff will meet individually with leadership team to discuss results and instructional decisions, staff will utilize data during planning sessions, staff will utilize progress monitoring processes in each quarter, staff will conduct data chats with students utilizing student friendly rubrics. This is what the school hopes to accomplish and have implemented by year's end.

Primary Essential Practice

Corrective Feedback for Students

Priority Actions for the Primary Essential Practice

Teaching will be structured around a process instilling responsibility within the learning process.

Secondary Essential Practice

Data-Driven Instruction

Priority Actions to Enhance the Secondary Essential Practice

Gradual Release of Responsibilities Model (GRRM) - The gradual release of responsibility model will assist teachers in teaching a structured method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner.

OUTCOME STATEMENTS

The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2020-2021 school year. SLTs will:

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2020-2021 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If our school sustains the practice of common planning, we will be fostering teacher collaboration, which is essential to teamwork. If our school enhances the practice of celebrating successes and incorporates mindfulness, teachers will feel less overwhelmed. If our school integrates our new approach to disciplining students where students are active constituents of the resolution and the disciplinarians serve as mentors; the Faculty and Staff at Miami Springs Senior High School will help students feel cared for and attended to.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If our school sustains the practice of common planning, we will be fostering teacher collaboration, which is essential to maintaining and/or improving high proficiency on standardized tests. If our school enhances the practices of vertical planning, fostering collaboration and making all stakeholders accountable through the integration of data driven individualized instruction, learning gains will increase in all subject areas.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.

The professional development should include a summary of the:

- *Data and Systems Review Summary*
- *School Leadership Core Competency Course Reflections*
- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
 - *Priority Actions*
- *Outcome Statements*
- *Key content and strategies from Synergy courses*

The professional development should include opportunities to gather teachers' and staff input/feedback on the following:

- *Essential Practice Selections and Priority Actions*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic <i>What topic will be shared?</i>	Process Description <i>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</i>	Activity Lead <i>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</i>
(08/20/20) AM-PM	<ul style="list-style-type: none">• <i>Data and Systems Review Summary</i>• <i>School Leadership Core Competency Course Reflections</i>• <i>Sustained Essential Practice</i>• <i>Primary & Secondary Essential Practice Selections</i>• <i>Priority Actions</i>		

	<ul style="list-style-type: none"> • <i>Outcome Statements</i> 		
8/19/20 8:00 AM	Review Data and share mission/vision statements	Through our Opening of School Faculty Meeting, the school's vision and mission will be shared and discussed with the faculty.	Mr. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Ms. Felicia Robinson, Assistant Principal; Department Chairs.
9:00 AM	Share essential practices for academic programs: Common Planning, Vertical Planning, and Data Driven Individualized Instruction.	Through our Opening of School Faculty meeting, school academic goals will be shared and discussed with the faculty.	Mr. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Ms. Felicia Robinson, Assistant Principal; Department Chairs.
10:00 AM	Share essential practices for school culture: Teacher collaboration, mindfulness, celebrate successes - Dissemination of Data.	Through out Opening of School Faculty Meeting, emphasis will be placed in establishing a positive school culture and data reflection will be whole group and all stakeholders will reflect on the 2019-20 school year data.	Mr. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Ms. Felicia Robinson, Assistant Principal; Department Chairs.
11:00 AM	Share essential practices for Team Building.	The team building activity will be presented through a video and the teachers will understand each person contributes to the school and is an essential piece to a school grade and culture.	Mr. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Ms. Felicia Robinson, Assistant Principal; Department Chairs.
12:00 PM	Cross Curriculum breakout session	Provide the staff with content changes and look-fors for specific content areas.	Mr. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Ms. Felicia Robinson, Assistant Principal; Department Chairs.
1:00 PM	Cross Curriculum breakout session	Teachers will be broken up into cross curriculum sessions to develop ways of improving our schools culture.	Mr. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Ms. Felicia Robinson, Assistant Principal; Department Chairs.