

Phase II

Action Planning

Consensus – Define – Implement

Phase II will be developed and executed by the school as described below:

Phase II Development & Stakeholder Engagement

August 17 – August 28, 2020

- *Provide Opening of Schools Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan*
- *Develop School Culture and Academic Programs Implementation Steps*

Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 28, 2020.

Implementation Steps Requirements:

- *Align to the school's Outcome Statement, Essential Practices and Priority Actions*
- *Provide specific implementation dates*
- *Describe the specific action or activity that will take place*
- *Include the name(s) and position(s) of the person(s) responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- *Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring*

Quarter 1 Implementation

August 31 – October 16, 2020

- *Participate with the School Leadership Team in a Region Review Process*
- *Meet with the EESAC to review and approve Phase I & II of the School Improvement Process*
- *Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*
- *Conduct an Impact Review to gather qualitative data that will inform the Quarter 1 Systems Review*

During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal impact review that will inform their Systems Review and Data Reflection.

Every Student Succeeds Act (ESSA) Data Incorporation

- *In Phase II you will be asked to identify any subgroup(s) that fell below the 41% threshold according to the Federal Index (link below). If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in the Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. In addition to the data provided on the SIP Dashboard, the school's entire ESSA Report Card may be viewed by using this link to the EduData site (edudata.fldoe.org) in order to assist in the identification of those target subgroup(s).*
- [Federal Index and ESSA Support Categories](#)

*After analyzing the subgroup data, strategize how the **Priority Actions for the Primary Essential Practice (in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Furthermore, in the first quarter Implementation Steps, include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.*

Quarter 1 Systems Review & Data Reflection

October 19 – October 30, 2020

- *Evaluate and reflect on the success of the Quarter 1 Implementation Steps through the Systems Review and Data Reflection*
- *Revise and/or develop School Culture and Academic Programs Quarter 2 Implementation Steps*

After the Quarter 1 Implementation stage, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative and quantitative data gathered during the Impact Review. SLTs will develop better informed and refined Implementation Steps to execute during Quarter 2 Implementation.

Quarter 2 Implementation

November 2 – December 18, 2020

- *Monitor the execution of Quarter 2 Implementation Steps to ensure a high degree of fidelity*
- *Title I Schools will upload their 2020-2021 Title I – Parent and Family Engagement Plan (PFEP)*

During Quarter 2 Implementation, schools will execute Quarter 2 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence.

SCHOOL CULTURE Quarter 1 Implementation (August 31 – October 16, 2020)

School Culture Outcome Statement

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.

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.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<p>Start: Mon, Aug 31 End: Fri, Oct 16</p>	<p>The leadership team comprised of school and community stakeholders will meet monthly, to discuss innovative learning platforms, which will provide teachers with skills and tools to be able to connect with students via video conferencing.</p>	<p>Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; Department Chairs.</p>	<p>The expected evidence will include ongoing monitoring of instruction to ensure innovative learning platforms and tools and skills are being implemented during instruction. It is critical to engage the school principal, specialized instructional support personnel, parents, families, students, and community leaders in the discussion when planning the implementation of school skills and tools.</p>	<p>We will have group conversations to discuss the evidence given. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.</p>
<p>Start: Tue, Sept 29 End: Fri, Oct 16</p>	<p>Departments will meet monthly where teachers share Best Practices. By sharing Best Practices, teachers will demonstrate leadership and professional growth.</p>	<p>Mr. Wilson, Math; Ms. Cellabos, ELA/Reading; Ms. Develasco, ESE; Mr. Jackson Science; Ms. Kelly, Social Studies; Department Chairs.</p>	<p>The evidence will be the lesson plans and instructional delivery that targets specific standards and the implementation of the strategies and Best Practices shared at the monthly department meetings. Administration will monitor the instruction through virtual class walk-throughs.</p>	<p>Monitoring will occur during Collaborative Planning with teachers ensuring the lessons are aligned and growth is taking place. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.</p>
<p>Start: Mon, Aug 31 End: Fri, Oct 16</p>	<p>Grade levels teachers will meet weekly as a team to plan lessons to ensure that instructional time is maximized.</p>	<p>Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.</p>	<p>The expected evidence will be planning using District’s pacing guides and instructional framework to maximize instructional time. Administration will monitor the instruction through virtual class walk- throughs.</p>	

<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>Monthly Professional Development will be offered and shared during Collaborative Planning. Teachers will collaborate and share strategies they learn from each other on how best to maintain team leaders.</p>	<p>Ms. Perez, P.D. Liaison; Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.</p>	<p>The evidence will be lesson plans and instructional delivery that targets specific standards and the implementation of the strategies from the Professional Development sessions and Collaborative Planning meetings.</p>	<p>Will monitor classes to ensure students' engagement and progress. Administrator will conduct virtual walk troughs to ensure that lessons are taught with fidelity. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.</p>
-----------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<p>Start: Tue, Sept 15</p> <p>End: Fri, Oct 16</p>	<p>Staff will participate in development workshops related to our shared vision on a quarterly basis. The shared vision and mission of the school will be discussed and reflected as it relates to school culture and academic achievement. School goals will be developed accordingly.</p>	<p>Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.</p>	<p>The expected evidence will be faculty reflection on the school mission and vision at quarterly meetings. Teachers will plan instruction with the new school goals in mind.</p>	<p>Will monitor classes to ensure students' engagement and progress. Administrator will conduct virtual walk throughs to ensure that lessons are taught with fidelity. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.</p>
<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>Welcome Letters and messages regarding distance learning are communicated weekly through virtual technology and automated messages.</p>	<p>Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia</p>	<p>The evidence will be teachers and parents being able to connect and communicate virtually with teachers and administration by way of the staff</p>	<p>Communicate information to teachers, parents, and students via technology and other platforms. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.</p>

		Robinson, Assistant Principal; All Instructional Staff.	remind, school's website, School Messenger, and social media.	
Start: Mon, Oct 5 End: Fri, Oct 16	The school will have Virtual Class orientation for a week. Teachers will provide links, resources, and valuable information to parents regarding curriculum and distance learning.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	The evidence will be the number of parents participating and connecting to the Virtual Orientation. They will be able to connect and communicate virtually with teachers and administration.	Recording of video meetings and attendance of the number of participants in video meeting Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Tue, Sept 29 End: Fri, Oct 16	Increase student participation monthly through engaging activities with a reward system (grade, effort, conduct) to market school and student engagement.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	This will be measure by attendance at school, attendance at clubs and sporting events and student initiative/investment in Hawks traditions.	Will monitor attendance to ensure students' engagement and progress. Administrator will visit club meeting ensure student participation. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.

Secondary Essential Practice

Effective Use of School and District Support Personnel

Priority Actions for 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.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
-------------------------------	-----------------------------	-------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------	-----------------------------------------

<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>Monthly School Site Professional Growth Sessions to set goals based on current data.</p>	<p>Ms. Perez, P.D. Liaison; Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.</p>	<p>The expected evidence will include Professional Development meeting to analyze students' data and trends in the data. Instructional goals aligned to the redirection and remedial lesson will be developed to target data.</p>	<p>Data conversations, new trends, and research will be topic of meeting discussion. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.</p>
<p>Start: Tue, Sept 15</p> <p>End: Fri, Oct 16</p>	<p>Weekly collaborative meetings for goal setting planning.</p>	<p>Mr. Wilson, Math; Ms. Cellabos, ELA/Reading; Ms. Develasco, ESE; Mr. Jackson Science; Ms. Kelly, Social Studies; Department Chairs; Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.</p>	<p>The expected evidence will be online instructional delivery of goal aligned standards planned in collaborative meeting sessions. The agenda will include shared best practices. The video conferencing ID# will also serve as evidence.</p>	<p>Monitoring will occur through video Collaborative Planning with teachers for their Online Instruction, ensuring the lessons are aligned with District's Pacing Guides and framework, while discussing student participation (attendance) and data. Also monitoring will occur through virtual classroom walk-throughs. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.</p>
<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>Teachers will attend Professional Development sessions offered by the District and Region, which will provide teachers with the skills and tools to be able to connect with students.</p>	<p>Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.</p>	<p>The evidence will be lesson plans and instructional delivery that targets specific standards and the implementation of the strategies from the Professional Development sessions, as well as teachers sharing the strategies learned during the P.D. sessions.</p>	<p>Will monitor online classes to gauge the students' engagement and progress. Administrator virtual walk-throughs will be conducted to ensure that lessons are taught with fidelity. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.</p>
<p>Start: Mon, Aug 31</p> <p>End: Fri, Oct 16</p>	<p>Students will engage monthly in a series of activities, developed by the Activities Directors, that promote</p>	<p>Mr. Daniel Vinat, Activities Director; Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.</p>	<p>This will be measured by increased attendance to school events and social happenings.</p>	<p>Will monitor attendance to ensure students' engagement and progress. Administrator will visit club meetings to ensure student participation. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal;</p>

	student/community engagement and impacts school culture in a positive manner thus improving school image.			Felicia Robinson, Assistant Principal.
--	-----------------------------------------------------------------------------------------------------------	--	--	----------------------------------------

ACADEMIC PROGRAMS
Quarter 1 Implementation
(August 31 – October 16, 2020)

Academic Programs Outcome Statement

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.

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.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 15 End: Fri, Oct 16	Department meetings will be conducted monthly to collaborate on current practices and to review data.	Mr. Wilson, Math; Ms. Cellabos, ELA/Reading; Ms. Delvasco, ESE; Mr. Jackson Science; Ms. Kelly, Social Studies; Department Chairs; Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	The evidence will be lesson plans and instructional delivery that targets specific standards and the implementation of strategies to address data reviewed.	Daily walk-throughs. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Tue, Sept 29 End: Fri, Oct 16	Administration will conduct weekly virtual walk-throughs to ensure	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.	Monthly scheduled Department meetings will lead to common planning and alignment of instruction which will be	Monitoring walk through logs, agendas, and rosters. Alfred Torossian,

	instruction is standards-based, on pace, engaging, and data driven.		documented on each agenda.	Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Mon, Aug 31 End: Fri, Oct 16	Administration will conduct weekly reviews of teacher lesson plans to ensure that collaborative planning is being put into common practice.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.	Walk through logs will serve to capture observation and feedback provided to teacher, and what follow-up will take place. We will also look to these logs to determine what PDs should be applied to build teacher capacity and maximize effectiveness.	Administrators will sit in with teachers during common planning times. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Tue, Sept 29 End: Fri, Oct 16	Administration will follow up with teachers monthly on their reteaching of deficient skills.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.	Teacher Lesson Plans will reflect reteaching topic (secondary standard) discussed during collaborative planning sessions.	Administrators will review lesson plans on a regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.

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.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 29	Quarterly, teachers will train Students with Disabilities to	Alfred Torossian, Principal, Dr.	The evidence will be students	Administrators will review rubrics on a

End: Fri, Oct 16	give feedback that reference a skill or specific knowledge using a rubric. This will allow students to understand evaluation of assignments.	David Cadaval, Assistant Principal, Felicia Robinson, Assistant Principal; All Instructional Staff.	sample work, lesson plans, and instructional delivery addressing accommodation in student's IEP.	regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Mon, Sept 28 End: Fri, Oct 16	Teachers will be trained for two weeks to use a questions survey when communicating with parents. This will ensure parents take an active part in the student's education.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	The evidence will be training roster, lesson plans, and the completed question surveys and communication logs.	Administrators will review questions surveys on a regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Tue, Sept 29 End: Fri, Oct 16	Teachers provide student feedback weekly to promote positive information and encouragement. Teachers will use the concept of a "feedback sandwich" to guide their feedback: Compliment, Correct, Compliment.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	The evidence will be student work samples and instructional delivery.	Administrators will review feedback sandwich on a regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Tue, Sept 29 End: Fri, Oct 16	Teachers will train students quarterly on how to give feedback to each other. Teachers will model for students what appropriate feedback is for accountable talk.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	The evidence will be lesson plans and student sample work.	Administrators will review feedback model on a regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.

ESSA Reflection

To complete the following ESSA Reflection, refer to the Every Student Succeeds Act (ESSA) Data Incorporation section in the Phase II Introduction for additional information.

If you have met expectations with all subgroup(s) input n/a in the next two fields.

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners).

Students with Disabilities subgroup 36% proficiency on ELA which does not meet the 41% Federal Index threshold.

In the narrative below, be sure to detail how you will address the school-wide improvement priorities for these identified subgroup(s).

Administrators will conduct weekly walkthroughs to ensure instruction is standards-based, on pace, engaging, and data-driven. They will also look for signs of a healthy social-emotional culture.

Lastly, review the Implementation Steps for the Primary Essential Practice in Quarter 1 Implementation above, be sure to include at least one Implementation Step to address the subgroup(s) that fell below the 41% threshold per the Federal Index.

Secondary Essential Practice

Data-Driven Instruction

Priority Actions for 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.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 15 End: Fri, Oct 16	Teachers will identify critical gaps monthly with our Students with Disabilities in learning and corresponding instructional gaps.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	The evidence will be data tracker, student's IEP, lesson plans and instructional delivery that targets specific learning gaps and addressing accommodation in student's IEP.	Administrators will review lesson plans and observe instruction on a regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Tue, Sept 15 End: Fri, Oct 16	Teachers will use Summative Assessment quarterly to guide the curriculum and instruction. Also to facilitate a non-judgmental conversation about improving classroom practice.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	The evidence will be the agenda from collaborative teacher meetings and meetings with administrators.	Administrators will review lesson plans on a regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Tue, Sept 22 End: Fri, Oct 16	Create a Process for Item Analysis to analyze data monthly by student, question,	Alfred Torossian, Principal; Dr. David Cadaval,	The evidence will be the agenda and data chat form developed in collaborative	Administrators will review data chat forms on a regular basis. Alfred Torossian,

	and standard. This will be done during collaborative planning with teachers and administrators.	Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	teacher meetings and meetings with administrators.	Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Tue, Sept 22 End: Fri, Oct 16	Administrators will follow - up with teachers monthly on their reteaching deficient skills using a questionnaire survey.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.	The evidence will be the questionnaire survey used in meetings with administrators. During collaborative teacher meetings ask each other: How did it work? Will you use that approach from the outset next time? What do your students still not get?	Administrators will review questionnaire survey on a regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.

Parent Family Engagement Plan (PFEP)

All Title 1 schools will submit the 2018-2019 PFEP to the Title 1 office for approval on or before, Tuesday, October 9, 2018. Once approved, the PFEP will be uploaded into the School Improvement Process (Phase II).

SCHOOL CULTURE Quarter 2 Implementation (November 2 – December 18, 2020)

School Culture Outcome Statement

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.

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 professional development in how to analyze various reports, staff will meet individually with the 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.

Explain why you modified the Priority Actions for the Sustained Essential Practice

Typo.

Implementation	Implementation	Person(s)	Expected Evidence	Monitoring
-----------------------	-----------------------	------------------	--------------------------	-------------------

Date(s)	Steps	Responsible (First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	Departments will meet monthly where teachers share Best Practices. By sharing Best Practices, teachers will demonstrate leadership and professional growth.	Mr. Wilson, Math; Ms. Cellabos, ELA/Reading; Ms. Develasco, ESE; Mr. Jackson Science; Ms. Kelly, Social Studies; Department Chairs.	The evidence will be the lesson plans and instructional delivery that targets specific standards and the implementation of the strategies and Best Practices shared at the monthly department meetings. Administration will monitor the instruction through virtual class walk-throughs.	Monitoring will occur during Collaborative Planning with teachers ensuring the lessons are aligned and growth is taking place. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.

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.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	Staff will continue to participate in development workshop related to our shared vision on a quarterly basis. The shared vision and mission of the school will be	Alfred Torossian, Principal; Dr. David Cadaval, Assistant	The expected evidence will be faculty reflection on the school mission and vision at quarterly meetings.	Will monitor classes to ensure students' engagement and progress. Administrator will conduct virtual walk throughs to ensure that lessons are

	discussed and reflected as it relates to school culture and academic achievement. School goals will be continuously worked on.	Principal; Felicia Robinson, Assistant Principal.	Teachers will plan instruction with the new school goals in mind.	taught with fidelity. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Mon, Nov 2 End: Fri, Dec 18	Informational messengers and messages regarding distance learning are communicated weekly through virtual technology and automated messages.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	The evidence will be teachers and parents being able to connect and communicate virtually with teachers and administration by way of the staff remind, school's website, School Messenger, and social media.	Communicate information to teachers, parents, and students via technology and other platforms. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Mon, Nov 2 End: Fri, Dec 18	The school will continue to have Virtual meetings. Teachers will provide links, resources, and valuable information to parents regarding curriculum and distance learning.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	The evidence will be the number of parents participating and connecting to the Virtual meetings. They will be able to connect and communicate virtually with teachers and administration.	Recording of video meetings and attendance of the number of participants in video meetings; Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Mon, Nov 2 End: Fri, Dec 18	Continue to work at increasing student participation monthly through engaging activities with a reward system (grade, effort, conduct) to market school and student engagement.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	This will be measured by attendance at school, attendance at clubs and sporting events and student initiative/investment in Hawks traditions.	Will monitor attendance to ensure students' engagement and progress. Administrator will visit club meetings to ensure student participation. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.

Secondary Essential Practice

Effective Use of School and District Support Personnel

Priority Actions for 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.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	Continue monthly School Site Professional Growth Sessions to set goals based on current data.	Ms. Perez, P.D. Liaison; Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.	The expected evidence will include Professional Development meeting to analyze students' data and trends in the data. Instructional goals aligned to the redirection and remedial lesson will be developed to target data.	Data conversations, new trends, and research will be the topic of meeting discussion. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Mon, Nov 2 End: Fri, Dec 18	Weekly collaborative meetings for goal setting planning.	Mr. Wilson, Math; Ms. Cellabos, ELA/Reading; Ms. Develasco, ESE; Mr. Jackson Science; Ms. Kelly, Social Studies; Department Chairs; Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	The expected evidence will be online instructional delivery of goal aligned standards planned in collaborative meeting sessions. The agenda will include shared best practices. The video conferencing ID# will also serve as evidence.	Monitoring will occur through video Collaborative Planning with teachers for their Online Instruction, ensuring the lessons are aligned with District's Pacing Guides and framework, while discussing student participation (attendance) and data. Also monitoring will occur through virtual classroom walk-throughs. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers will attend Professional Development sessions offered by the District and Region, which will provide teachers with the skills and tools to be able to	Alfred Torossian, Principal, Dr. David Cadaval, Assistant Principal, Felicia Robinson, Assistant Principal; All Instructional Staff.	The evidence will be lesson plans and instructional delivery that targets specific standards and the implementation of the strategies from the Professional	Will monitor online classes to assess the students' engagement and progress. Administrator virtual walk-throughs will be conducted to ensure that lessons are taught with fidelity. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal;

	connect with students.		Development sessions, as well as teachers sharing the strategies learned during the P.D. sessions.	Felicia Robinson, Assistant Principal.
Start: Mon, Nov 2 End: Fri, Dec 18	Students will engage monthly in a series of activities, developed by the Activities Director, that promote student/community engagement and impacts school culture in a positive manner thus improving school image.	Mr. Daniel Vinat, Activities Director; Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.	This will be measured by increased attendance to school events and social happenings.	Will monitor attendance to ensure students' engagement and progress. Administrator will visit club meetings to ensure student participation. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.

ACADEMIC PROGRAMS
Quarter 2 Implementation
(November 2 – December 18, 2020)

Academic Programs Outcome Statement

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.

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 professional 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.

Explain why you modified the Priority Actions for the Sustained Essential Practice

Typo.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was	Monitoring (How and Who?)
-------------------------------	-----------------------------	-------------------------------------------------------------------	----------------------------------------------------------------------------------------------	-----------------------------------------

			successfully executed?)	
Start: Mon, Nov 2 End: Fri, Dec 18	Department meetings will be conducted monthly to collaborate on current practices and to review data.	Mr. Wilson, Math; Ms. Cellabos, ELA/Reading; Ms. Develasco, ESE; Mr. Jackson Science; Ms. Kelly, Social Studies; Department Chairs; Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	The evidence will be lesson plans and instructional delivery that targets specific standards and the implementation of strategies to address data reviewed.	Daily walk-throughs. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.

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.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	Quarterly, teachers will train Students with Disabilities to give feedback that reference a skill or specific knowledge using a rubric. This will allow students to understand evaluation of assignments.	Alfred Torossian, Principal, Dr. David Cadaval, Assistant Principal, Felicia Robinson, Assistant Principal; All Instructional Staff.	The evidence will be students' sample work, lesson plans, and instructional delivery addressing accommodation in student IEP's.	Administrators will review rubrics on a regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Mon, Nov 2	Teachers will be trained for two weeks to use a questions	Alfred Torossian, Principal; Dr.	The evidence will be training roster,	Administrators will review questions

End: Fri, Dec 18	survey when communicating with parents. This will ensure parents take an active part in the student's education.	David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	lesson plans, and the completed question surveys and communication logs.	surveys on a regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers provide student feedback weekly to promote positive information and encouragement. Teachers will use the concept of a "feedback sandwich" to guide their feedback: Compliment, Correct, Compliment.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff	The evidence will be student work sample and instructional delivery.	Administrators will review feedback sandwich on a regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers will train students quarterly on how to give feedback to each other. Teachers will model for students what appropriate feedback is for accountable talk.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	The evidence will be lesson plans and student sample work.	Administrators will review feedback model on a regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.

Secondary Essential Practice

Data-Driven Instruction

Priority Actions for 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.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers will identify critical gaps monthly with our Students with Disabilities in learning and corresponding instructional gaps.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant	The evidence will be data tracker, student's IEP, lesson plans and instructional delivery that targets specific learning gaps and addressing accommodation in the student's IEP.	Administrators will review lesson plans and observe instruction on a regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia

		Principal; All Instructional Staff.		Robinson, Assistant Principal.
Start: Mon, Nov 2 End: Fri, Dec 18	Teachers will use Summative Assessment quarterly to guide the curriculum and instruction. Also, to facilitate a non-judgmental conversation about improving classroom practice.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	The evidence will be the agenda from collaborative teacher meetings and meetings with administrators.	Administrators will review lesson plans on a regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Mon, Nov 2 End: Fri, Dec 18	Create a Process for Item Analysis to analyze data monthly by student, question, and standard. This will be done during collaborative planning with teachers and administrator.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal; All Instructional Staff.	The evidence will be the agenda and data chat form developed in collaborative teacher meetings and meetings with administrators.	Administrators will review data chat forms on a regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.
Start: Mon, Nov 2 End: Fri, Dec 18	Administrators will follow - up with teachers monthly on their reteaching deficient skills using a questionnaire survey.	Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.	The evidence will be the questionnaire survey used in meetings with administrators. During collaborative teacher meetings ask each other: How did it work? Will you use that approach from the outset next time? What do your students still not get?	Administrators will review questionnaire survey on a regular basis. Alfred Torossian, Principal; Dr. David Cadaval, Assistant Principal; Felicia Robinson, Assistant Principal.

MDCPS Levels of Support for Addressing Learning Loss

To complete the MDCPS Levels of Support for Addressing Learning Loss section, refer to the 2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19. Please address Levels 1, 2 and 3 by responding to the specific questions below.

Level 1: Accelerating Student Learning- Describe the steps the school is taking to ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO).

1. Following master scheduling guidelines, students are properly placed in grade level courses and interventions.
2. The most critical skills and knowledge for each subject and grade level are prioritized and adjustments are made to the Pacing Guides accordingly.
3. The administration is monitoring the instruction of teachers to ensure they are delivering strong Tier 1 core instruction in either the Schoolhouse or in MSO environment to ensure equity regardless of modality.
4. Teachers are diagnosing students' unfinished learning and providing acceleration support using available data tools.
5. Teachers are administering and analyzing diagnostic and formative assessments to determine student knowledge and guide school leaders and teachers on developing next steps in instruction and real-time micro-interventions that can prevent further gaps.
6. Teachers are

continuously monitoring students' progress on grade-appropriate, standards-aligned assignments that work in online and face-to-face settings and adjust supports as necessary.

Level 2: Assessing and Addressing Student Learning Gaps- Describe the steps the school is taking to provide targeted interventions to tier 2/3 students in addition to support and services during the school day that are above and beyond Tier 1 instruction.

1. Teachers identify what students know and can do through diagnostic and/or baseline assessments including district-developed interim assessments and topic assessments. 2. Decision-making tools are utilized to determine tiered instruction and services for students. 3. Targeted, standards-based lessons and use computer-assisted learning software is implemented during differentiated, small-group instruction or individualized instruction. 4. Intervention opportunities are provided to targeted Tier 2/3 students. 5. Formative assessment tools are utilized to further inform teachers regarding instruction and/or remediation.

Level 3: Providing Extended Learning Opportunities- Describe the steps the school is taking to offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, Spring Break Academy, and before and after school tutoring programs.

1. Title I –Title I funds, will be utilized for after school hours to provide interventions and homework assistance to targeted students. 2. Title III tutoring sessions will be utilized to help ELLs increase their language acquisition and assist them in accessing grade-level work. 3. After school tutoring will continue with our partnership with the FIU CI College Impact program.