

# MIAMI DADE COUNTY PUBLIC SCHOOLS

## School Improvement Process

### School Information

**Name of School (School Number - School Name)**

Miami Central Senior High

**Principal (Last Name, First Name)**

Bethune, Gregory

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

Megias, Robert; Jackson, Andre; LaFrance, Renette; Parris, Quintera

**MTSS Coordinator (Last Name, First Name)**

Shevonne M. Williams

**Demographic Overview**

Miami Central High's Demographic Overview is the following: Total Enrollment--1,498, Total Minority Enrollment--(% of total) 99%, Total Economically Disadvantaged--(% of total) 89%, Full-Time Teachers--111, and The Student Body Makeup--55 percent male and 45 percent female.

**Current School Status****a. Provide the School's Mission Statement**

Miami Central Senior High School faculty, staff, students and community stakeholders believe that all students have the ability to be successful learners. Miami Central Senior High School will implement Small Learning Communities through an academy model that will assist students in defining and selecting their career choices. Every child, regardless of background and ability, will acquire the knowledge and skills necessary to succeed in an ever-changing global society.

**b. Provide the School's Vision Statement**

Miami Central High School's vision is to promote student achievement, provide an array of academic mediums that engage real world experiences and provide a conducive learning environment. Our aim is to cultivate a climate of positive change, eliminate low performance and institute a legacy of superior academic achievement through effective instructional programs. We strive to meet the needs of all students by offering Advanced Placement, Honors and Dual Enrollment classes as well as Intensive classes that are designed to challenge and support students with meeting their academic goals.

**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 Central serves a low socio-economic community with 89% students receiving free or reduced lunch. Our Faculty and Staff is committed to providing a quality education program with a safe, caring, and educationally challenging environment. We are confident that by working together, our students' educational journey will be exciting, meaningful, demanding and most of all productive. In addition, we received the "Distinguished" Academy award by the National Academy Foundation and the "Model" Academy award by the National Career Academy Coalition. Our Magnet Programs--iPrep, Academy of Engineering and Robotics, King Carter Global Trade and Logistics, and Academy of Information Technology--bridge the gap between the classroom and the workplace. Students receive a comprehensive curriculum, numerous opportunities to obtain industry

certifications (Illustrator, Photoshop, InDesign, Premiere Pro, Dreamweaver, ServSafe Culinary, and Cosmetology) and participate in enriched hands-on activities that expand and reinforce classroom instruction.

### **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

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	According to the 2019-2020 School Climate Survey Feedback from students, 88% agreed with the statement that "the overall climate or feeling at their school is positive and helps them learn" as compared to the 2018-2019 survey where 69% agreed with the same statement, a 19- percentage points increase.	This data reflects a significant improvement with fostering ongoing support for the development of a safe and supportive school environment.	School Spirit, Pride and Branding
	According to the 2019-2020 School Climate Survey Feedback from staff, 82% agreed with the statement that "School personnel work together as a team" as compared to the 2018-2019 survey where 71% agreed with the same statement, a 11- percentage points increase.	This data point illustrates that staff collaboration is an intricate part of the school's culture and continues to improve.	Collaborative Spaces
	According to the 2019-2020 School Climate Survey Feedback from staff, 94% agreed with the statement that "I like working at my school" as compared to the 2018-2019 survey where 82% agreed with the same statement, a 12-percentage points increase.	It is imperative to foster a positively stimulating school environment for staff and students. This helps with reinforcing positive learning outcomes.	School Spirit, Pride and Branding

#### Essential Practice for Significantly Improved Data Findings (Sustained)

School Spirit, Pride and Branding

<b>Data</b>	<b>Data Findings</b>	<b>Rationale for Selection of Data</b>	<b>Connected</b>
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<b>Rating</b>	<b>&amp; Area</b>	<b>Why was this data finding selected as being most impactful?</b>	<b>Essential Practices</b>
	Be specific in defining each data element below.		Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	According to the 2019-2020 School Climate Survey Feedback from staff, 86% of the staff agreed with the statement that "Inservice programs keep me up-to-date with new education strategies" as compared to the 2018-2019 survey where 86% agreed with the same statement, zero difference.	It is necessary to foster ongoing support for the development of a safe and supportive environment.	Promoting Growth Mindset
	According to the 2019-2020 Student Attendance Data, 16% of the student population were absent 11-15 days as compared to the 2018-2019 Student Attendance Data where 17% of the student population were absent 11-15 days, a 1-percentage points difference.	This data reflects a crucial need to improve school culture as it relates to Student Attendance. The minimal decrease also indicates that this is still an area of concern and that the attendance initiatives in place need to continue with fidelity.	Attendance Initiatives
	According to the 2019-2020 School Climate Survey Feedback from students, 64% agreed with the statement that "My teachers are interested in how I do in the future" as compared to the 2018-2019 survey where 63% agreed with the same statement, a 1-percentage point increase.	It is important to foster ongoing support for students' success in the classroom and beyond.	Shared Vision/Mission

### Essential Practice for Neutral Data Findings (Secondary)

#### Promoting Growth Mindset

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>	<b>Rationale for Selection of Data</b>	<b>Connected Essential Practices</b>
	Be specific in defining each data element below.	Why was this data finding selected as being most impactful?	Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	According to the 2019-2020 Student Attendance Data, 17% of the student population were absent 0-5 days as compared to the 2018-2019 Student Attendance Data where 29% of the student population were absent 0-5 days, a 12-percentage points difference.	This data reflects a crucial need to improve school culture as it relates to Student Attendance.	Attendance Initiatives
	According to the 2019-2020 School Climate Survey Feedback from students, 62% agreed with the statement that "I am getting a good education at my school" as compared to the 2018-2019 survey where	This data point emphasizes that students are stakeholders and value their education. The decrease also indicates that	Student Voice

	73% strongly agreed with the same statement, a 11-percentage points decrease.	this is a concern that needs to be addressed.	
	According to the 2019-2020 School Climate Survey Feedback from students, 60% agreed with the statement that "My teachers are friendly and easy to talk to" as compared to the 2018-2019 survey where 70% agreed with the same statement, a 10-percentage points decrease.	The school's mission is to foster high expectations and develop lifelong learners within a safe and supportive environment.	Staff-Student Connections

**Essential Practice for Significantly Decreased Data Findings (Primary)**

Attendance Initiatives

**DATA AND SYSTEMS REVIEW ORGANIZER**

**ACADEMIC PROGRAMS**

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	Based on the Fair-FS PMRN Reports, the percent of 10th grade students achieving Probability of Literacy Success on the AP-3 Assessment increased by 11-percentage points from 20% in 2018 to 31% in 2019.	It signifies that the Instructional strategies and Data-Driven Decision Making (Data Chats, Testing Calendar, and strategic student/teacher placement) continues to yield positive outcomes in the area of Reading.	Data-Driven Decision Making
	According to the Academic Programs tab (on PowerBI), the 2017 U.S. History proficiency is 32% the 2018 U.S. History proficiency is 44%, and the 2019 U.S. History proficiency is 47%. This is a 15-percentage points-increase over a three-year period.	This data point is especially impactful because it has been an area of continuous improvement for the last three years, signifying that the instructional practices in place (i.e. Data Driven Decision Making, ELA alignment, and Incentives) are effective and should continue to be reinforced.	Data-Driven Decision Making
	According to the Geometry District MYA Assessment results, Miami Central scored a 17% correct in the 2018-2019 District Mid-Year Assessment and 32% correct in the 2019-2020 District Mid-Year Assessment bearing a 15-percentage points increase.	This data finding signifies that the instructional strategies, support centered around Data-Driven instruction and student/teacher placement continues to yield positive outcomes in increasing student achievement in Geometry. The data is also impactful because it validates our student grouping and instructional framework in Geometry.	Establishing and Implementing Instructional Frameworks

**Essential Practice for Significantly Improved Data Findings (Sustained)**

Data-Driven Decision Making

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	Based on the 2019 MYA ELA data, the percent of 9th and 10th grade students achieving satisfactory progress increased by .5-percentage points from 26% in 2018 to 26.5% in 2019.	Although the proficiency rate increased minimally; the slight increase is an indication that the essential practices in place must continue with fidelity in order to meet the needs of our students and increase their academic achievement in ELA.	Instructional Support/Coaching
	According to the Academic Program Summary tab on Power Bi, the Math Lowest 25% Learning Gains decreased by 3-percentage points from 51% in 2018 to 48% in 2019.	This slight decrease is an indication that the essential practices in place must continue with fidelity in order to meet student needs and increase learning gains for our Lowest 25% students.	Instructional Support/Coaching
	According to the Algebra 1 District MYA Assessment results, Miami Central scored a 28% correct in the 2018-2019 District Mid-Year Assessment and 30% correct in the 2019-2020 District Mid-Year Assessment bearing a 2-percentage difference.	This data point is especially impactful because it has been an area of improvement, though minimum, for the last three years, signifying that the instructional practices in place (i.e. Data Driven Decision Making, Interventions, and engagement strategies) are effective and should continue to be reinforced with increased momentum.	Establishing and Implementing Instructional Frameworks

### Essential Practice for Neutral Data Findings (Secondary)

#### Instructional Support/Coaching

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	Based on the College and Career Acceleration data, student achievement decreased from 68% in 2018 to 56% percent in 2019-2020. A 12-percentage points decrease.	This data point is impactful because it signifies that we must continue efforts regarding the execution and monitoring of our CTE curriculum, testing and resource utilization.	Effective Curriculum and Resource Utilization
	According to the Geometry District MYA Assessment results, ELL Geometry students	The 19-percentage points difference between our ELL students and Non-ELL students is of great concern and an indication that more work with Effective Questioning/Response	Effective Questioning/Response Techniques

	achieved 14% satisfactory progress as compared to Non-ELL students' 33% satisfactory progress. A 19-percentage points difference.	techniques has to be done to meet the needs of this sub-group. In addition, instructional support and coaching must also be focused on assisting teachers (resources and instructional strategies) with meeting the needs of our ELL students.	Instructional Support/Coaching
	According to the ELA District MYA Assessment results, 9th Grade SWD students achieved 5.4% satisfactory progress as compared to 9th Grade Non-SWD students' 22% satisfactory progress. A 13.6-percentage points difference.	This data point is impactful because it signifies that we must continue efforts regarding the execution and monitoring of Effective Questioning and Response Techniques. To address the needs of our SWD subgroup, this is paramount.	Effective Questioning/Response Techniques Instructional Support/Coaching

### Essential Practice for Significantly Decreased Data Findings (Primary)

Effective Questioning/Response Techniques

## 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



School Spirit, Pride and Branding

### **Primary Essential Practice**

Attendance Initiatives

### **Secondary Essential Practice**

Promoting Growth Mindset

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Data-Driven Decision Making

### **Primary Essential Practice**

Effective Questioning/Response Techniques

### **Secondary Essential Practice**

Instructional Support/Coaching

## **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.**

Our School Leadership Team all identified Commitment to Students as a collective strength.

**As evidenced by:**

During the 2019-2020 school year, the SLT's Commitment to Students was evidenced by the following: 1. Implementing Student Data Chats to discuss progress and develop short-term goals for improvement 2. Administrators conducted Classroom Walk-throughs to monitor instruction, support Transformational Coaches, and make recommendations for Coaching Cycles 3. Creating incentives to celebrate students' success and increase student engagement 4. Conducting Student Orientation meetings to set expectations and provide tips for academic and social success 5. Implementing Plans for Intervention: Review Camps, Saturday School, and After School Tutoring

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

Our School Leadership Team's Commitment to Students is aligned with our Secondary Essential Practice of Promoting Growth Mindset school-wide. We are dedicated to the premise that all students can experience academic growth and/or success when expectations and support are high. In addition, this competency will be used to inform the SLT's decision making process as it relates to the school's/students' needs (eg. academic, social-emotional, and behavior).

## **Competency 2: Focusing on Sustainable Results**

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

The School Leadership Team acknowledges that in order to foster a school environment with a shared vision of Data-Driven Decision Making, there needs to continue to be systems in place to monitor progress and reflect on the data.

**As evidenced by:**

During the 2019-2020 school year, the SLT's Focusing on Sustainable Results was evidenced by the following: 1. Frequent Data Chats to review recent data points, set individualized performance goals, develop plan for execution, assess progress and devise next steps for improvement 2. Ongoing SIP Development, revision and reflection meetings with all stakeholders 3. Implementing color-coded DI folders to support and manage students' individualized needs and monitor remediation success 4. Working together to ensure teachers and students received the necessary support during distance learning

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

The SLT will use the competency throughout the school year to ensure that the Sustained Essential Practice, Data-Driven Decision Making is consistently utilized and purposefully embedded within daily operations to foster sustainable results. This includes but is not limited to the following: Quarterly Data Chats, Weekly Progress Monitoring via LT Meetings and Data Chats, and Student Data Trackers.

## **Competency 3: Developing Others**

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

The School Leadership Team strives to provide teachers with timely, specific, and explicit feedback, that directly affects teacher instruction and students' academic success/growth.

**As evidenced by:**

During the 2019-2020 school year, the SLT's Developing Others was evidenced by the following: 1. Ongoing Teacher-led PDs aimed at increasing Growth Mindset and improving instructional strategies and instructional delivery (Lesson Modeling and Best Practices Demonstrations) 2. Coaching Cycles catered to the teacher's specific needs 3. Weekly Collaborative Planning to build capacity, monitor progress, and determine next steps based on data findings

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

To ensure our continued growth with Developing Others and the success of our Secondary Essential Practice, Instructional Support/Coaching, the SLT will work with the Transformational Coaches to assess teacher instructional needs, deliver expectations, monitor progress and provide feedback. Peer to Peer trainings (Lesson Modeling, Best Practice Demonstrations, and Teacher-led PDs) will also be implemented to build teacher capacity and foster a culture of collaboration.

## **Competency 4: Engages the Team**

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

The School Leadership Team all identified Engages the Team as a collective strength. The Leadership team fosters opportunities for collaboration to enhance the school's overall performance and improvement.

### **As evidenced by:**

During the 2019-2020 school year, the SLT's Engages the Team was evidenced by the following: 1. Weekly Leadership Team Meetings to discuss the progress of Academic Programs and Culture Initiatives 2. Ongoing SIP Development, revision and reflection meetings with all stakeholders 3. Collaborative Planning and Departmental Data Chats to build capacity, monitor progress, and determine next steps based on data findings

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

Understanding the detrimental effects of absenteeism and keeping our Primary Essential Practice, Attendance Incentives, as a priority, the leadership team will use Engages the Team to continue building staff capacity and working diligently to improve staff attendance.

## **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**

School Spirit, Pride and Branding

### **Priority Actions for the Sustained Essential Practice**

Miami Central Senior High realizes that school culture needs to continue to permeate through all aspects of the school. This continued focus will happen via teacher leader opportunities, highlights of student successes and social networking of positive school attributes.

### **Primary Essential Practice**

Attendance Initiatives

### **Priority Actions for the Primary Essential Practice**

Implement a plan to actively monitor attendance, establish student attendance interventions, and create systems to implement school-wide attendance incentives for students and staff.

### **Secondary Essential Practice**

Promoting Growth Mindset

### **Priority Actions to Enhance the Secondary Essential Practice**

Miami Central Senior is committed to promoting Growth Mindset via common planning, professional developments and visible reminders.

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Data-Driven Decision Making

### **Priority Actions for the Sustained Essential Practice**

Make decisions that are directly influenced by data, including but not limited to staff placement, school-wide interventions, Professional Development needs, and instructional strategies.

### **Primary Essential Practice**

Effective Questioning/Response Techniques

### **Priority Actions for the Primary Essential Practice**

Implement Claim Evidence Reasoning, a school-wide literacy strategy designed to improve students' questioning and response skills. This strategy will be also used to meet the needs of our Students with Disabilities. With consistent implementation and frequent monitoring via walk-throughs, common planning and data chats, we expect significant improvement.

### **Secondary Essential Practice**

Instructional Support/Coaching

### **Priority Actions to Enhance the Secondary Essential Practice**

Continued implementation of clear expectations of coaching cycles to align with school's instructional goals.

## 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

1. If the School Leadership Team consistently promotes Growth Mindset via common planning, professional developments, and throughout the school, then the school will be able to improve teacher and student buy-in regarding individual and school-wide growth. 2. If the School Leadership Team coordinates and executes a plan of action to improve school spirit, pride and branding, then an overall positive school culture will permeate through all aspects of the school. 3. If the School Leadership Team consistently monitors student and teacher attendance, then the school will be able to increase teacher and student investment, which will positively impact school culture.

## ACADEMIC PROGRAMS

### OUTCOME STATEMENT

#### Academic Programs

1. If the School Leadership Team consistently expects and supports data-driven decision making, then the school will be able to increase learning gains and achieve the necessary points to earn a B. 2. If the School Leadership Team consistently expects and supports the creation and implementation of Effective Questioning/Response Techniques during the instructional framework, then the school will be able to increase proficiency and learning gains. 3. If the School Leadership Team consistently supports and guides the coaches work throughout the coaching cycle, then teacher quality will be positively impacted by the coaching support.

## 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

<b>Opening of School Date</b>  (08/20/20) AM-PM	<b>Phase I Topic</b>  <i>What topic will be shared?</i> <ul style="list-style-type: none"> <li>• <i>Data and Systems Review Summary</i></li> <li>• <i>School Leadership Core Competency Course Reflections</i></li> <li>• <i>Sustained Essential Practice</i></li> <li>• <i>Primary &amp; Secondary Essential Practice Selections</i></li> <li>• <i>Priority Actions</i></li> <li>• <i>Outcome Statements</i></li> </ul>	<b>Process Description</b>  What process/protocol will be used to share the topic and garner feedback from all stakeholders?	<b>Activity Lead</b>  Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
8:00-8:15 AM	School Spirit, Pride and Branding	Opening video celebrating Miami Central's legacy of spirit and pride. Introduce the School-wide 2020-2021 Theme.	Mrs. Parris and Ms. Shotwell
8:15-9:00 AM	Engaging the Team	Icebreaker and Introduction of School-wide Social Interaction Efficacy.	Ms. Allen, Mr. Jackson and Ms. Kehinde
9:00- 9:45 AM	School-wide Data Review and Sustained, Primary & Secondary Essential Practice Selections	A presentation on our school's overall data will be reviewed. Additionally, a brainstorming protocol will be used to provide teachers an opportunity to provide possible Implementation Steps.	Mr. Megias and Mrs. Parris
10:00-11:00 AM	Data-Driven Decision Making: Enhancing	Utilizing research-based instructional strategies, teachers will explore resources and	Mr. Jackson, Ms. Rolle and Ms. Yearby

	Student Engagement (Group A & B)	activities that can be utilized to enhance student engagement.	
	Data-Driven Decision Making: Enhancing Learning and Communication (Group B & A)	Lunch Break	
12:00-1:00 PM	Data-Driven Decision Making: Enhancing Learning and Communication (Group B & A)	Utilizing research-based technology platforms, teachers will explore resources and activities that can be utilized to enhance learning and communication.	Ms. Allen, Mr. Jackson and Ms. Shotwell