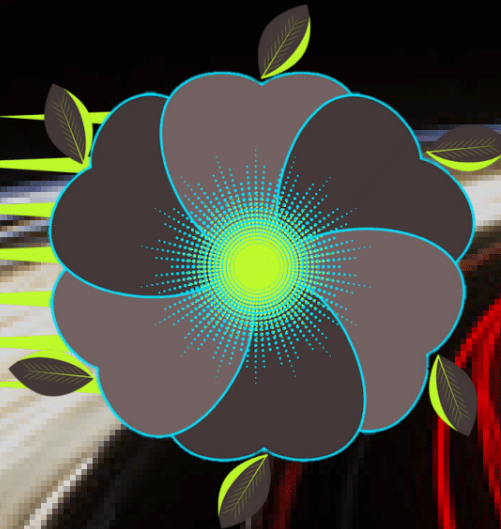




SCHOOL IMPROVEMENT PROCESS 2019-2020



ACCELERATING

**ACCELERATING
EXCELLENCE**

School Location # -7251

**Name of School - MIAMI CENTRAL SENIOR
HIGH**

MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

7251- Miami Central Senior High

Principal (Last Name, First Name)

Bethune, Gregory

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

Megias, Robert; Galarce, David; Greene, Starsheema; Parris, Quintera

MTSS Coordinator (Last Name, First Name)

Shevonne M. Williams

Demographic Overview

Miami Central High's Demographic Overview is the following: Total Enrollment--1,540, Total Minority Enrollment--(% of total) 99%, Total Economically Disadvantaged--(% of total) 86%, 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 10 – July 19, 2019)

Phase I of the School Improvement Process will begin at the 2019 Synergy Summer Institute. The School Leadership Team (SLT) will participate and collaborate in a 3-day development workshop 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 an analysis of the data, the SLT will reflect on the current practices and processes contributing to the data results during a guided 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 2019-2020 school year. During the Synergy Summer Institute, the SLT will participate in coursework aimed to develop School Leadership Core Competencies to support the implementation of the school's continuous improvement process.

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 Data Map
- School Culture Data and Systems Review Organizer
- Academic Programs Data Map
- 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 2019 Synergy Summer Institute.

July 10 - July 19, 2019

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 on School Leadership Core Competencies 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 2019-2020 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 2019-2020 Opening of Schools*

DAY ONE- Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will review all 2018-2019 data points provided on the subsequent pages in the individualized School Culture Data Map and Academic Programs Data Map to analyze the results using the Data Driven Dialogue Protocol. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

Data and Systems Review

1. Using the Data Driven Dialogue Protocol, SLTs will analyze the School Culture and Academic Programs Data Maps (i.e. student level data, teacher level data, and parent 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 within 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.

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

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the 2018-2019 School Climate Survey Feedback from students, 79% of the students strongly agreed with the statement that "teachers let them know how they are doing on their school work" as compared to the 2017-2018 survey where only 63% strongly agreed with the same statement, a 16 percentage points difference.	It is important to effectively communicate academic progress to encourage students' metacognition and ownership of their	Promoting Growth Mindset

		learning.	
	According to the 2018-2019 School Climate Survey Feedback from student, 74% of the students strongly agreed with the statement "that they are getting a good education at their school" as compared to the 2017-2018 survey where only 60% strongly agreed with the same statement, a 14 percentage points difference.	It is imperative to create a cognitively stimulating school environment and reinforce positive learning outcomes.	Shared Vision/Mission
	According to the 2018-2019 School Climate Survey Feedback from students, 64% of the students strongly agreed with the statement that "my teachers make me want to learn" as compared to the 2017-2018 survey where only 53% strongly agreed with the same statement, a 9 percentage points difference.	The school's mission is to foster high expectations and develop lifelong learners.	Communicate With Stakeholders

Essential Practice for Significantly Improved Data Findings (Sustained)

Promoting Growth Mindset

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the 2018-2019 Student Attendance Data, 29% of the student population were absent 0-5 days as compared to the 2017-2018 Student Attendance Data where 30% of the student population were absent 0-5 days, a 1 percentage point difference.	This data point emphasizes that students are stakeholders in and value their education. The minimal increase 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 2018-2019 School Climate Survey Feedback from staff, 50% of the students strongly agreed with the statement that "my guidance counselor helps me with school and personal problems" as compared to the 2017-2018 survey where 53% strongly agreed with the same statement, a 3 percentage points difference.	This data point illustrates that the Guidance Counselors are vested in the qualitative needs of students. This is also an indication that more work towards meeting the needs of all students is needed.	Effective Use of School and District Support Personnel
	According to the 2018-2019 School Climate Survey Feedback from staff, 58% of the students strongly agreed with the statement that "I have an electronic device that can be brought to school on a daily basis" as compared to the 2017-2018 survey where 60% strongly agreed with the same statement, a 2 percentage points difference.	This data point reinforces 21st century technology integration as well as emphasizes the continued school-wide support for students' technology use for academic achievement.	Digital Citizenship

Essential Practice for Neutral Data Findings (Secondary)

Digital Citizenship

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2018-2019 Student Attendance Data, 32% of the student population were absent 16+ days as compared to the 2017-2018 Student Attendance Data where 25% of the student population were absent 16+ days, a 7 percentage point increase.	This data reflects a significant need to improve school culture as it relates to attendance.	Attendance Initiatives
	According to the 2018-2019 School Climate Survey Feedback from staff, 50% of the students strongly agreed with the statement that "the overall climate or feeling at their school is positive and helps them learn" as compared to the 2017-2018 survey where 57% strongly agreed with the same statement, a 7 percentage points decrease.	It is necessary to foster ongoing support for the development of a safe and supportive environment.	School Spirit, Pride and Branding
	According to the 2018-2019 School Climate Survey Feedback from staff, 51% of the students strongly agreed with the statement that "violence is a problem at their school" as compared to the 2017-2018 survey where 41% strongly agreed with the same statement, a 10 percentage points increase.	Student safety is a priority, and learning should always be paramount.	Inclusivity, Tolerance and Anti-Bullying

Essential Practice for Significantly Decreased Data Findings (Primary)

School Spirit, Pride and Branding

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?

Significantly Improved Data Findings	Based on the FSA ELA data, learning gains for the Lowest 25% increased from 34% in 2018 to 40% percent in 2019. An increase of 6 percentage points.	It signifies that the instructional strategies and support centered around Data-Driven instruction and Differentiated Instruction were effective. It also validates that these two essential practices should remain at the forefront in order to yield continuous improvement for our Lowest 25% students.	Data-Driven Instruction Differentiated Instruction
	Based on the EOC data, the percent of students school-wide achieving proficiency on the U.S. History EOC increased by 3 percentage points from 44% in 2018 to 47% in 2019. Thus, meeting the goal set.	It signifies that the instructional strategies and support centered around Data-Driven instruction continues to yield positive outcomes in increasing student achievement in U.S. History. The data is also impactful because it represents a trend of continuous improvement in the area of U.S. History, which is encouraging.	Data-Driven Instruction Interactive Learning Environment
	Based on the EOC data, the percent of students school-wide achieving proficiency on the Biology EOC increased by 3 percentage points from 58% in 2018 to 61% in 2019. Thus, meeting the goal set.	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 Instruction and Vocabulary Blitzes) are effective and should continue to be reinforced.	Data-Driven Instruction Academic Vocabulary Instruction

Essential Practice for Significantly Improved Data Findings (Sustained)

Data-Driven Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	Based on the 2019 FSA data, ELA (9th and 10th grade) school-wide proficiency decreased by 1 percentage point from 24% in 2018 to 23% in 2019.	Although the proficiency rate decreased minimally; the slight decrease is an indication that the essential practices in place must continue with fidelity in order to meet the needs of our students and increase academic achievement in ELA.	Effective Curriculum and Resource Utilization Instructional Support/Coaching
	Based on the 2019 EOC data, the percent of students school-wide achieving proficiency on the Algebra I and Geometry tests combined increased by 2 percentage	Despite several personnel changes in the Math department, including the lack of a Math Coach for half of the year, we achieved a two percentage points increase from the previous school year. This increase is a result of teachers use of effective curriculum and the utilization of resources. It also validates the need of having a Coach in place to	Effective Curriculum and Resource Utilization Instructional

	points from 26% in 2018 to 28% in 2019.	provide continuous instructional support in order to maximize student achievement.	Support/Coaching
	Based on the 2019 FSA ELA data, proficiency for the English Language Learners (ELL) increased from 1% in 2018 to 2% percent 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 ELL students and increase their academic achievement in ELA.	Instructional Support/Coaching

Essential Practice for Neutral Data Findings (Secondary)

Instructional Support/Coaching

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	Based on the College and Career Acceleration data, school-wide student achievement decreased from 68% in 2016-2017 to 56% percent in 2017-2018. A 12 percentage points decrease.	This is impactful because it was the catalyst for us establishing and implementing instructional frameworks for CTE courses to ensure that all students were given the opportunity to obtain industry certification and were documented upon completion. As a result, we anticipate almost 20 percentage points increase for the upcoming school year.	Establishing and Implementing Instructional Frameworks
	Based on the 2019 EOC Math data, Algebra I and Geometry combined, learning gains for the Lowest 25% decreased from 51% in 2018 to 48% percent in 2019. A 3 percentage points decrease.	The 3 percentage points decrease with our Lowest 25% students is an indication that more work with Effective Questioning/Response techniques has to be done to meet the needs of this group of students. In addition, instructional support and coaching must be frequent and consistent to assist teachers with meeting the needs of our Lowest 25% students.	Effective Questioning/Response Techniques Instructional Support/Coaching
	According to the 2019 Federal Index and ESSA Support Categories report, our Students with Disabilities (SWD) subgroup do not meet the 41% threshold for this current year.	This data point is impactful because it signifies that we must be deliberate and strategic with our planning and execution in order to ensure that we are addressing the needs of our SWD subgroup. By implementing the strategy Effective Questioning and Response Techniques, we anticipate increase improvement.	Effective Questioning/Response Techniques

Essential Practice for Significantly Decreased Data Findings (Primary)

ESSENTIAL PRACTICES REVIEW

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

Sustained Essential Practice

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

Primary Essential Practice

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Decreased Data Findings” section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school’s overall performance during the 2019-2020 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 2019-2020 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2019-2020 school year.

SCHOOL CULTURE

Sustained Essential Practice

Promoting Growth Mindset

Primary Essential Practice

School Spirit, Pride and Branding

Secondary Essential Practice

Digital Citizenship

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Instruction

Primary Essential Practice

Effective Questioning/Response Techniques

Secondary Essential Practice

Instructional Support/Coaching

DAY TWO- Synergy Summer Institute

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 2019-2020 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. During the Synergy Summer Institute, coursework will allow for the evaluation and development of these School Leadership Core Competencies to increase efficiency and skill mastery which can be used by school leaders to successfully implement 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.

School Leadership Core Competency Course Reflections

School Leadership Teams will participate in a series of courses during the Synergy Summer Institute to measure and develop School Leadership Core Competencies and utilize these high-level competency skills to implement the identified Essential Practice Enhancements to improve outcomes within School Culture and Academic Programs. SLTs will reflect on their current leadership roles and implementation of the core competencies and consider opportunities for growth and application of each core competency for the 2019-2020 school year.

Competency 1: Commitment to Students

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

As a team, we have concluded that our commitment to students is positive. The competency that most identifies our school's belief on "commitment to students" is that we implement practices that best support our students' needs. For example, the data derived from the 2018 - 2019 student climate survey indicated that 79% of the students strongly agreed with the statement that "teachers let them know how they are doing on their school work". In addition, the survey results revealed that 74% of the students strongly agreed with the statement that "they are getting a good education at their school". Students also indicated that over 86% of the students strongly agreed that "their teachers require that they work very hard for the grades they get," demonstrating that the school is committed to the overall success of students.

As evidenced by:

The student responses derived from the 2018 - 2019 School Climate Survey where over 70% of students consistently agreed that their teachers let them know how they are doing, that they are getting a good education and that they are required to work hard for their grades.

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

The competency will be used to inform the School's Leadership Team decision making process as it relates to the students / school individualized 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 sustain the essential practice of fostering a school environment with a shared vision of utilizing data-driven instruction, there needs to continue to be a school-wide initiative for all coaching cycles to be conducted with fidelity.

As evidenced by:

During the 2018-2019 school year, the School Leadership Team saw an increase in learning gains as a result of the focus on coaching interventions and DI. Although there was an increase, we did fall short of our desired goal. To reach our goal and to maximize our opportunities, we need to continue to make DI a focus and need.

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 essential best practices (eg. coaching cycles, formal and informal observation), are consistently utilized and purposefully embedded within daily operations to foster sustainable results.

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.

As evidenced by:

As a team, we have concluded that our developing of others is positive. For example, the data derived from the 2018 - 2019 Student Climate Survey indicated that 85% of the teachers strongly agreed with the statement that PD programs keep them informed of new educational strategies. In addition, the survey results revealed that 83% of the teachers strongly agreed with the statement that the principal is supportive of teachers.

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

The School Leadership Team will use the Developing Others competency in supporting the work of the coaches via administrative observations and weekly Leadership Team meetings to ensure that the coaching cycles are deliberate, delivered with fidelity and meets the needs of all teachers.

Competency 4: Engages the Team

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

The administration encourages team collaboration to enhance the school's overall performance and facilitate opportunities of improvement.

As evidenced by:

This is evidenced by administrative placement of instructional coaches, teachers and staff to positions that not only highlight their strengths but also yield positive outcomes for our students' overall success.

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

The leadership team will use Engages the Team to continue building staff capacity and fostering a positive school culture.

DAY THREE- Synergy Summer Institute

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 2019-2020 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 2019-2020 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 2019-2020 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 2019-2020 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 2019-2020 school year.

SCHOOL CULTURE

Sustained Essential Practice

Promoting Growth Mindset

Priority Actions for the Sustained Essential Practice

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

Primary Essential Practice

School Spirit, Pride and Branding

Priority Actions for the Primary 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.

Secondary Essential Practice

Digital Citizenship

Priority Actions to Enhance the Secondary Essential Practice

Miami Central High School will define digital citizenship for its students and staff via class meetings and professional developments, prioritize access to technology via hardware, software, and internet access. We will also develop, visualize, and enforce the school's digital citizenship initiative using common language related to the safe use of technology: various contexts, being responsible users of technology, and how to navigate and use technology to aid in instruction and learning.

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Continued utilization of common planning to create plans that are directly influenced by data.

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 2019-2020 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 2019-2020 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 educate students and staff about Digital Citizenship, then we should witness more students and staff utilizing technology to enhance and aid in their instruction and/or learning experiences.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

1. If the School Leadership Team consistently expects and supports data-driven instruction, 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 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 to be provided during the Opening of School activities on one or both Teacher Planning Day(s). 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 during the Synergy Summer Institute 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*

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

- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
 - *Priority Actions - How will the priority actions be addressed during the school year?*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

Opening of School Professional Development Agenda

	Phase I Topic		
<p>Opening of School Date</p> <p>(08/15/19) AM-PM</p>	<p><i>What topic will be shared?</i></p> <ul style="list-style-type: none"> • <i>Data and Systems Review Summary</i> • <i>School Leadership Core Competency Course Reflections</i> • <i>Sustained Essential Practice</i> • <i>Primary & Secondary Essential Practice Selections</i> • <i>Priority</i> 	<p>Process Description</p> <p>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</p>	<p>Activity Lead</p> <p>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</p>

	<i>Actions</i> • <i>Outcome Statements</i>		
8:00-9:45 AM	Engaging the Team	Icebreaker and Introduction of School-wide Literacy Initiatives.	Transformational Coaches
9:45-10:15 AM	School-wide Data Review	A presentation on our school's overall data will be reviewed. Additionally, a reflection protocol will be used to provide teachers with an opportunity to reflect on their data.	Mr. Megias
10:30-12:00 PM	Growth Mindset (Groups A & B)	Critical Friends Protocols will be utilized to introduce, monitor and assess teachers' knowledge and implementation of Growth Mindset. Zones of Comfort Protocol will be used to garner feedback from the teachers	Ms. Allen and Ms. Kehinde
10:30-12:00 PM	Digital Citizenship (Groups B & A)	Technology-enriched presentation focused on improving teachers' knowledge and implementation of Digital Citizenship. Also, providing an introduction to Zoom and Quizziz online platforms.	Mr. Falero and Ms. Yearby
12:00-1:00 PM		Interactive workshop exploring options for ramping up respect and ownership of our school's pride.	Ms. Shotwell