

MIAMI DADE COUNTY PUBLIC SCHOOLS**School Improvement Process****School Information****Name of School (School Number - School Name)**

7591-North Miami SHS

Principal (Last Name, First Name)

Lacouty, Patrick

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

Ruiz-Carrillo, Elvira; Gibson, Terrance; Hoskins, Steven; Gaskin, Lashawn; Alouidor, Enock

MTSS Coordinator (Last Name, First Name)

Enock Alouidor

Demographic Overview

North Miami Senior High School is a Title I school with 90% Economically Disadvantaged (FRL) Rate and minority rate of 99%. Currently, North Miami Senior has 2096 students.

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

The mission of North Miami Senior High School is to provide an engaging and collaborative learning environment for students, to instill the values of responsibility and citizenship, and to integrate technology to support students in becoming communicative and active leaders in the community and the world.

b. Provide the School's Vision Statement

The vision of North Miami Senior High School is to provide the skills and knowledge necessary to enable our students to be successful in all future endeavors as global citizens of the 21st Century.

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.**

North Miami Senior High School is an all academy magnet school organized into smaller, personalized learning environments. All academies are designed to provide students with the opportunity to explore a variety of career options, with curriculum, developed in conjunction with student's interests and career goals. North Miami Senior High School offers students a curriculum designed to prepare them for the rigorous demands of the 21st Century by providing incoming students an opportunity to participate in one of the many academies and magnets which include the International Baccalaureate (IB) Program, NAF Academy of Engineering, NAF Academy of Finance, Health Support and Emergency Medicine Academy, Fine Arts Academy, and Culinary Arts.

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.

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

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

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

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

Phase I includes:

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

Phase I

Data Analysis

Analyze - Reflect - Identify

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

July 15 - August 14, 2020

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

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

Phase I will conclude with each school:

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

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

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

Data and Systems Review

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

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

- ***Significantly Improved Data Findings:*** *Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school's overall success.*
 - ***Neutral Data Findings:*** *Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school's overall performance.*
 - ***Significantly Decreased Data Findings:*** *Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.*
3. *Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled “Rationale for Selection of Data” for School Culture and Academic Programs.*
 4. *Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled “Connected Essential Practices”. Input no more than three Essential Practices for each data finding (only one per each data finding is required).*

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

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

| Data Rating | Data Findings & Area Be specific in defining each data element below. | Rationale for Selection of Data Why was this data finding selected as being most impactful? | Connected Essential Practices Which Essential Practice(s) contributed most to the data findings? |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Significantly Improved Data Findings | The 2018-19 School Climate Survey results (on PowerBI) indicated that 26% of Staff strongly agreed with the statement: "I feel safe and secure in school." The 2019-20 School Climate Survey results indicated that 41% of Staff strongly agreed with the statement: "I feel safe and secure in school." This is a 15 percentage point increase. | When the staff feels safe and secure, work efficiency in all areas increase. | Consistent Protocols to Maintain a Healthy and Safe School Environment |
| | The 2018-19 School Climate Survey results (on PowerBI) indicated that 36% of Students agreed with the statement: "I am getting a good education at my school." The 2019-20 School Climate Survey results indicated that 44% of Students agreed with the statement: "I am getting a good education at my school." This is an 8 percentage point increase. | Students believe that they are receiving good education which expresses that they have confidence in their teachers and the teachers are providing sound instruction. | Staff-Student Connections |
| | According to the 2018-19 School SIP Survey results, (on PowerBI) 71% of staff were provided the opportunity to actively participate in establishing Implementation Steps for the SIP in comparison to 77% in 2019-20. This is a 6 percentage point Increase. | This data point is important because staff engagement and knowledge of SIP implementation steps is essential to the school's mission statement. | Shared Vision/Mission |

Essential Practice for Significantly Improved Data Findings (Sustained)

Shared Vision/Mission

| 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? |
|--------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
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|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <p>Neutral Data Findings</p> | <p>The 2018-19 School Climate Survey results (on PowerBI) indicated that 43% of Staff agreed with the statement: "Students come prepared academically to my class." The 2019-20 School Climate Survey results indicated that 42% of Staff agreed with the statement: "Students come prepared academically to my class." This is a 2 percentage point decrease.</p> | <p>This data point is most impactful because it remains stagnant. Students must be prepared academically in order to achieve in their classes. If students achieve, standardized test scores will rise.</p> | <p>Promoting Growth Mindset</p> |
| | <p>The 2018-19 School Climate Survey results (on PowerBI) indicated that 8% of Students agreed with the statement: "Adults at my school care about me as an individual." The 2019-20 School Climate Survey results indicated that 7% of Students agreed with the statement: "Adults in my school cared about me as an individual." This is a 1 percentage point decrease.</p> | <p>Student and their teachers must have a strong teacher student relationship in order for students to feel like their teachers care for them. Students perform much better when they know that their teachers care. With the work and efforts implemented, we anticipated improved results, however, the results were stagnant. We will continue implement ways to improve staff and student connections.</p> | <p>Staff-Student Connections</p> |
| | <p>The 2018-19 School Climate Survey results (on PowerBI) indicated that 36% of Staff strongly strongly agreed with the statement: "Administrators solve problem effectively." The 2019-20 School Climate Survey results indicated that 33% of Staff strongly agreed with the statement: "Administrators solve problem effectively." This is a 3 percentage point decrease.</p> | <p>Staff must believe in administration for the school's mission to come to fruition. Communication must improve on all levels and staff must feel like they have a voice.</p> | <p>Leadership Visibility and Accessibility</p> |

Essential Practice for Neutral Data Findings (Secondary)

Staff-Student Connections

| <p>Data Rating</p> | <p>Data Findings & Area Be specific in defining each data element below.</p> | <p>Rationale for Selection of Data Why was this data finding selected as being most impactful?</p> | <p>Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?</p> |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <p>Significantly Decreased Data Findings</p> | <p>According to the 2018-19 School Survey, 52% of the staff agreed with the statement: "School personnel work together as a team," As opposed to the 2019-20 School Survey, 39% of the staff agreed with the statement: "School personnel work together as a team." This is a 13 percentage point decrease.</p> | <p>The decline in data indicate some school personnel believe that the team model is not consistent. Everyone must be in sync with the collaboration mindset to effectuate the overall school goal.</p> | <p>Team Building Activities</p> |
| | <p>According to the 2018-19 School Survey, 47% of the</p> | <p>This significant decrease must</p> | <p>Restorative</p> |

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|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| | <p>staff agreed with the statement: "Adequate disciplinary measures are used at my school," as opposed to the 2019-20 School Survey, 31% of the staff agreed with the statement: "Adequate disciplinary measures are used at my school." This is a 16 percentage point decrease.</p> | <p>be noted because students must receive fair, positive, and consistent disciplinary measures. When disciplinary issues decrease, academic achievement increases.</p> | <p>Justice Practices (RJP)</p> |
| | <p>According to the 2018-19 School Attendance data, 16-30 days student absences is 17% as opposed to 25% in 2019-20. There is an 8% percentage point increase in student absences for days between 16-30.</p> | <p>Poor student attendance negatively impacts student achievement. If students are not in school, they cannot receive adequate instruction.</p> | <p>Attendance Initiatives</p> |

Essential Practice for Significantly Decreased Data Findings (Primary)

Team Building Activities

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

| <p>Data Rating</p> | <p>Data Findings & Area</p> <p>Be specific in defining each data element below.</p> | <p>Rationale for Selection of Data</p> <p>Why was this data finding selected as being most impactful?</p> | <p>Connected Essential Practices</p> <p>Which Essential Practice(s) contributed most to the data findings?</p> |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <p>Significantly Improved Data Findings</p> | <p>According to 2019-2020 Power BI Dashboard, Mid-Year ELA Assessment data results for 10th grade displayed a strong understanding of the ELA standards with 54% proficiency. In addition, when comparing the FAIR AP1 to AP2 proficiency increased from 28% to 32% an increase of 4 percentage points.</p> | <p>Strong level of comprehension of the standards in a core subject area is key to student success, which will translate into FSA proficiency.</p> | <p>Standards-Based Collaborative Planning</p> |
| | <p>According to 2019-2020 Power BI Dashboard, 76% of students met graduation requirements in Math. Compared to 68% of students from 2018-2019 which was an 8 percentage point increase.</p> | <p>Consistent data chats with teachers regarding data from topic assessments. Planned out professional development during Math common planning addressing FSA Math standards. Targeted interventions for students in Math classes for those deficient in FSA Math standards.</p> | <p>Collaborative Data Chats</p> |
| | <p>As evidence by the 2018-2019 data, the graduation rate was 87% compared to 93% in 2019-2020 which was a 6% increase</p> | <p>This data was significant because it is indicative of the progress our students are making regarding meeting graduation specific requirements. This also alludes to the importance of graduation tracking to ensure students are on track.</p> | <p>Ongoing Progress Monitoring</p> |

Essential Practice for Significantly Improved Data Findings (Sustained)

Ongoing Progress Monitoring

| 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 2019 Algebra I MYA, the percent of students school-wide achieving proficiency increased by 1 percentage point from 28% in 2018 to 29% in 2019. | This data highlights areas of continued student deficiency, continued collaborative data chats within the department, demonstrates a need for content support to build teacher capacity and the continued utilization of common planning to unwrap benchmarks and develop standard-based lessons | Data-Driven Instruction |
| | According to the 2019 Geometry MYA, the percent of students school-wide achieving proficiency increased by 3 percentage points from 31% in 2018 to 34% in 2019. | This data highlights areas of continued student deficiency, continued collaboration and sharing of best practices during common planning and analyzing and dis-aggregating data to drive differentiated instruction | Standards-Aligned Instruction |
| | According to 2020 PMRN School Data Dashboard, FAIR AP1 to FAIR AP2 9th proficiency has remained stagnant at or near 31%-32% for the two tested windows. | This data is compelling because it highlights an area of student deficiency, demonstrates a need for content support to build teacher and student capacity and reflects the need to plan for the unexpected impact of external influences. | Standards-Based Collaborative Planning |

Essential Practice for Neutral Data Findings (Secondary)

Standards-Based Collaborative Planning

| 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 2019-2020 Power BI Dashboard, Mid-Year ELA Assessment data results for 9th grade demonstrated a low proficiency level of 32%. This grade level performed below 50% which is a lack of understanding of the ELA standards. | This significant decrease impacts student success in all core subject areas. Literacy is cross-curricular and students who have significant deficiencies in reading will be impacted in all core classes. | Instructional Support/Coaching |
| | According to Powerbi English Language | This decrease impacts the overall | Data-Driven |

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|--|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------|
| | Arts Lowest 25 in 2018 was 50%, 2019 41% which was 9 percentage point decrease in 2020 it was projected to be 51% | school grade and graduation rate. | Decision Making |
| | Powerbi Math Learning Gains in 2018 was 43%, 2019 38% which was 5 percentage point decrease in 2020 it was projected to be 45%. | This decrease impacts the overall school grade and graduation rate. | Data-Driven Instruction |

Essential Practice for Significantly Decreased Data Findings (Primary)

Data-Driven Decision Making

ESSENTIAL PRACTICES REVIEW

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

Sustained Essential Practice

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

Primary Essential Practice

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

Secondary Essential Practice

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

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

SCHOOL CULTURE

Sustained Essential Practice

Shared Vision/Mission

Primary Essential Practice

Team Building Activities

Secondary Essential Practice

Staff-Student Connections

ACADEMIC PROGRAMS**Sustained Essential Practice**

Ongoing Progress Monitoring

Primary Essential Practice

Data-Driven Decision Making

Secondary Essential Practice

Standards-Based Collaborative Planning

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.

The School Leadership Team sets high expectations for all learners. We are committed to actionable steps that will improve instruction and set an upward trajectory towards heightened student achievement school-wide.
Level 4 competency 1

As evidenced by:

The School Leadership Team consistently implements and prioritize various avenues toward academic achievement. Through our academic enrichment programs and other academic opportunities, our students

receive additional support according to their specific learning needs. Some of these include after and before school and tutoring, Advanced Placement course offerings, and various magnet programs. Our academic programs meet the learning needs of all our students and continue to look for ways to propel academic achievement.

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

Our School Leadership Team will use Shared Vision/Mission (Sustained Essential Practice) as a focal point to continue keeping student success at the forefront. We will implement strategies and cultivate a culture that provides an engaging and collaborative learning experience for our students whether it is in distance learning or physically at school. We will effectuate this starting with a robust distance learning experience and foster a culture that galvanizes our students academically and culturally.

Competency 2: Focusing on Sustainable Results

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

Progress monitoring and evaluation are critical practices amongst our School Leadership Team. Tracking student data and adjusting instruction helps us make decisions according to the results. This helps create a sense of urgency and sustains our improved data and shared goals. We do this through ongoing collaborative data chats, instructional coaching support, and data dissemination. We implement action steps that sustain growth and progress for all subgroups of students. We recognize room for growth as a team, we will embrace this and continue to move forward to reach high standards for all of our students. Level 4 Competency 2

As evidenced by:

According to the 2019-2020 SIP Survey, 81% of respondents agree that progress monitoring data is utilized throughout the school year to ensure students receive appropriate remediation/enrichment. This is evident through data chats by teacher-student, administrator-teacher, and instructional coach-teacher. Data chats forms, progress monitoring, and collaborative meetings are some of the actionable steps that created opportunities for these sustainable goals.

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

The School Leadership Team will consider innovative actions and regularly tracking progress especially at the onset of distance learning. We will fortify these priorities and sustain it when we physically resume school.

Competency 3: Developing Others

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

We believe in maximizing teacher capacities across the board. All teachers have the opportunity to learn through professional developments and professional learning experiences. We encourage teachers to share best practices and turn-key strategies learned from various professional developments. Teachers also use the "Educator's Corner" in collaborative plannings to share best practices that produce sustainable results in their classrooms. While there is room for improvement, we continue to strive for improvement so we may develop teacher leaders. Level 3 competency 3

As evidenced by:

As evidenced by the 2019-2020 SIP Survey, 51% of teachers reported that they are supported by teacher leaders. Instructional coaches and department chairs use their meetings to build other's capacities by delegating so that others are able to learn from their successes and mistakes.

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

Since distance learning is a significant component of the 2020-21 school year, we will leverage the experiences of staff members with technological skills and various talented individuals to help meet the standards set within our SIP goals. Growth and development will continue to provide opportunities to strengthen the skills of all staff members thus yielding a culture of growth mindset throughout the SIP process.

Competency 4: Engages the Team

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

The School Leadership Team consistently looks for ways to provide opportunities for staff members to actively participate in all capacities the materialize the steps in the School Improvement Process. The staff is an integral part of our school and we welcome and value their innovative ideas.

As evidenced by:

As evidenced by the 2019-2020 SIP Survey, 77% of respondents agree that they were afforded opportunities to actively participate in establishing implementation steps for the School Improvement Process. Furthermore, 87% of respondents agree that professional development opportunities were designed to meet their instructional needs. On-site professional development and team-building activities were instrumental during teacher planning days and department meetings.

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

The School Leadership Team will develop tangible goals and actionable steps to implement professional developments and various school-building activities to foster a culture of unity and engagement. We will create virtual opportunities to leverage team engagement in alignment with the School Improvement Process.

PART THREE

PRIORITY ACTIONS DEVELOPMENT

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

Sustained Essential Practice

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

Secondary and Primary Essential Practices

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

Priority Actions

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

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

SCHOOL CULTURE

Sustained Essential Practice

Shared Vision/Mission

Priority Actions for the Sustained Essential Practice

During faculty meetings and teacher planning days, team building activities that identify the school's vision/mission will be implemented to create a culture that makes informed decisions based on the school's goals. It is essential that all stakeholders understand and accept the vision and mission of the school. Teachers will share the vision/mission of the school with students virtually so that students can establish ownership. All stakeholders will be involved in developing and implementing a vision/mission that makes a difference in student achievement.

Primary Essential Practice

Team Building Activities

Priority Actions for the Primary Essential Practice

When faculty members laugh and learn together, it promotes unity! Team building activities will be embedded in every faculty, department, and collaborative planning meeting to build a culture of unity with faculty. Each activity will be highly relevant to specific issues and struggles that teachers deal with every day. At the end of the session, faculty members will debrief to make connections so they are able to turn-key strategies and lessons school-wide.

Secondary Essential Practice

Staff-Student Connections

Priority Actions to Enhance the Secondary Essential Practice

Teachers will be encouraged to join grade-level teams with grade-level sponsors to implement incentives and culture-building activities for each grade level. The administration will encourage faculty and staff to greet students at their doors during the changing of classes and teachers will utilize homeroom to check-in on student's overall well-being. Additionally, throughout the course of the school year, opportunities will be provided to faculty and staff to connect with students through school-wide activities and lastly, the adults in the building will publicize information geared towards student's social-emotional well being through various modes of communication and advertisement.

ACADEMIC PROGRAMS

Sustained Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Sustained Essential Practice

When progress monitoring is implemented correctly, students learning is effectuated because they receive appropriate and targeted instruction. Teachers, academic coaches, and the administrative team will continue to identify students who are at-risk academically and implement different instructional strategies to appropriately meet students' needs. Through the results yielded in student performance data, teachers will be able to evaluate the effectiveness of their instruction and adjust appropriately. Teachers and academic coaches will collaborate to create standards-based assessments for content areas that do not have district topic assessments which allow for additional data-points to track and monitor.

Primary Essential Practice

Data-Driven Decision Making

Priority Actions for the Primary Essential Practice

Academic coaches will collaborate with teachers and ensure that teachers review data from text-based assessments, topic assessments, and in-class assignment performance to implement data-driven decisions that support standards-based instruction. We will continue to collaborate and share best practices during common planning, department, and curriculum council meeting.

Secondary Essential Practice

Standards-Based Collaborative Planning

Priority Actions to Enhance the Secondary Essential Practice

During collaborative planning, academic coaches and teachers will create standards-aligned instruction as well as data-driven instruction by analyzing and disaggregating data. Lessons will be created with standard, concept, or skill at focus to ensure that students are receiving instruction that provides opportunities for them to be exposed to the depth and assessment limits of the target standard. Administrative data chats will be conducted across departments to make sound instructional decisions based on the most recent data.

OUTCOME STATEMENTS

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

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

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

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If we successfully implement the Sustained Practice and Primary/Secondary Essential Practices, we will have a robust school culture that will elevate student achievement, improve student and staff attendance, and increase shared vision amongst all stake-holders.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement the Sustained Practice and Primary/Secondary Essential Practices, student academic achievement in our school will increase significantly. As a result of implementing Ongoing Progress Monitoring, Data-Driven Decision Making, and Standard-Based Collaborative Planning with fidelity, learning gains and student proficiency will rise exponentially.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions.

The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.

The professional development should include a summary of the:

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

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

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

Opening of School Professional Development Agenda

| Opening of School Date | Phase I Topic <i>What topic will be shared?</i> | Process Description What process/protocol will be used to share the topic and garner feedback from all stakeholders? | Activity Lead Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic? |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| (08/20/20) AM-PM | <ul style="list-style-type: none"> • <i>Data and Systems Review Summary</i> • <i>School Leadership Core Competency Course Reflections</i> • <i>Sustained Essential Practice</i> • <i>Primary & Secondary Essential Practice Selections</i> • <i>Priority Actions</i> • <i>Outcome Statements</i> | | |
| 8/20/20 to 8/26/20 AM-PM | Distance learning curriculum platform. Engaging learners during distance learning. | Small-group interactive Zoom sessions will be used to share topics and information with all stakeholders. | MCDPS district office |
| 8/27/20 AM-PM | *School-Wide Discipline Initiative *Positive Rewards and Recognition *School Culture/Morale *Technology for Student Engagement | Small-group interactive ZOOM sessions will be used to share the topics and information with all stakeholders. Specific activities will include strategies to promote active participation including but not limited to Q&A, break out room sessions. | North Miami Senior administrator team, instructional coaches, and department chairpersons. |
| 8/27/20 | *Policies and Procedures | Small-group interactive sessions through ZOOM | North Miami Senior |

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| AM-PM | <ul style="list-style-type: none">*First Day Expectations and Procedures*Title 1*Free/Reduced Lunch•Attendance/Tardy Policy•Compliance Updates | will be used to share the topics and information with all stakeholders. Specific activities will include strategies to promote active participation including but not limited to Q&A and break out room sessions. | administrator team, instructional coaches, and department chairpersons. |
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