

# MIAMI DADE COUNTY PUBLIC SCHOOLS

## School Improvement Process

### School Information

#### Name of School (School Number - School Name)

7741 - Southwest Miami Senior High

#### Principal (Last Name, First Name)

Rios, Carlos

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

Bravo-San Pedro, Janelle; Luis, Madeleine; Martinez-Fortun, Orlando

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

Martinez-Fortun, Orlando

#### Demographic Overview

Southwest Miami High School is a 9-12 grades academic institution serving 2,420 students. The student population is 95.8% minority and 73.4% economically disadvantaged as reported via free and reduced lunch applications. The English Language Learners (ELL) population is 12.8%, while Students with Disabilities comprise 15.9% of the student body.

#### Current School Status

##### a. Provide the School's Mission Statement

At Southwest Miami High School, we serve all stakeholders building the intellect and ethics of our students so that they may be productive members of society.

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

At Southwest Miami High School, we challenge, empower, and prepare all for success.

#### 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.

The community in which Southwest Miami High School is situated is comprised of a predominantly Hispanic, middle class population. The Southwest Educational Excellence School Advisory Committee is well-published and provides opportunities for parents, students, faculty, and community stakeholders to participate at the school. The school works closely with surrounding businesses, including Publix Supermarket and Sergio's Restaurant. In an effort to sustain the "One Family, One Eagle Nation" outlook, the faculty strives to gain an understanding of the diverse student cultures which make up the student body of the school. Students are able to participate in various academic programs/academies to enhance their academic experiences: AP Capstone, Banking and Finance Magnet, Medical Academy, Law Academy, .Net Academy, and FIU Stem Program. Students are able to engage in a variety of activities that reflect their backgrounds and those of their peers by participating in a variety of school clubs that meet their socio-emotional and academic interest. Southwest offers both girls and boys varsity and junior varsity sports which enhances the students' overall high school experience.

#### 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 2020 School Climate Survey 92% of staff agreed that the school building is kept clean and in good condition as compared to 88% of staff in the 2018-2019 Climate Survey, a 4 percentage point increase.	School cleanliness is essential in providing an environment that is conducive to promoting a positive school culture and enhancing school spirit and pride.	Consistent Protocols to Maintain a Clean and Welcoming School Environment  Shared Leadership  School Spirit, Pride and Branding
	According to the 2020 School Climate Survey 98% of staff agreed that students at Southwest Miami High School are receiving a good education, as compared to 94% of staff in the 2018-2019 Climate Survey, a 4 percentage point increase.	The teachers' belief that students are receiving a good education is directly related to student success.	Empower Teachers And Staff  Staff-Student Connections  Shared Vision/Mission
	According to the 2020 School Climate Survey 47% of staff feel overloaded, as compared to 55% of staff in the 2018-2019 Climate Survey, an 8 percentage point decrease.	Fewer staff experiencing a feeling of being overloaded is a direct result of strategic scheduling. When teachers feel less overloaded, they can provide more effective instruction leading to increase student achievement.	Empower Teachers And Staff  Effective Use of School and District Support Personnel

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

Consistent Protocols to Maintain a Clean and Welcoming School Environment

<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>	According to the 2020 Teacher Climate Survey, 92% of staff stated that the overall school climate was positive, which was neutral when compared to the 2019 Climate Survey at 92%.	Maintaining a positive overall climate is essential to student success. By focusing on a positive overall climate, school can be an environment where students feel proud and empowered to learn.	School Spirit, Pride and Branding  Mindfulness  Staff-Student Connections
	According to the 2020 School Climate Survey, 76% of faculty feels that their ideas are listened to and considered, which was neutral when compared to the 2019 Climate Survey which was at 75%.	Maintaining the communication and continuous support of the faculty creates positive relationships and a network that promotes collegiality.	Empower Teachers And Staff  Collaborative Spaces  Shared Vision/Mission
	According to the 2020 School Climate Survey, 90% of faculty feels safe at school, which was neutral when compared to the 2019 Climate Survey which was at 89%.	By continuing to provide a safe school environment, teachers can focus on effective instruction leading to an increase in student achievement.	Staff-Student Connections  Consistent Protocols to Maintain a Healthy and Safe School Environment  Shared Vision/Mission

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

Shared Vision/Mission

<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>	According to the 2020 Teacher Climate Survey, 60% of staff stated that staff morale was high, as compared to 68% of staff in the 2018-2019 Climate Survey, an 8 percentage point decrease.	Maintaining staff morale sustains a positive school culture, which impacts student achievement. Staff morale is a critical piece of the overall climate.	Celebrate Successes Shared Vision/Mission School Spirit, Pride and Branding
	According to the 2020 Teacher Climate Survey, 79% of staff stated that they are satisfied with their job, as compared to 82% of staff in the 2018-2019 Climate Survey, a 3 percentage point decrease.	A decrease in job satisfaction could negatively affect instructional practices and, consequently, student achievement.	School Spirit, Pride and Branding Shared Leadership Empower Teachers And Staff
	According to the 2020 Teacher Climate Survey, 27% of staff believe that there are insufficient resources at the school, as compared to 24% of staff in the 2018-2019 Climate Survey, a 3 percentage point increase.	An increase in the belief that there are insufficient resources indicates that teachers feel that they do not have the proper materials to positively impact student achievement.	Shared Vision/Mission Empower Teachers And Staff Collaborative Spaces

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

Empower Teachers And Staff

**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</b>	According to the school data, the graduation rate improved to 99% from	As a Title 1 high school, we continue to implement strategies for students to meet graduation requirements. The school has implemented best practices such as the school	Data-Driven

<b>Data Findings</b>	the previous cohort, which was 93% in 2019.	day non-reportable ACT and SAT administrations. There has been a reduction of student retakers in 12th grade due to the strategic placement of teachers who match students' needs.	Decision Making Goal Oriented Learning Effective Curriculum and Resource Utilization
	According to the data from the 2019 Biology MYA, achievement increased by 7 percentage points from 56% in 2018 to 63% in 2019.	Our 2019 Biology MYA scores increased due to strategic placement of teachers, use of district and school resources, and scheduled interventions.	Data-Driven Decision Making Data-Driven Instruction Goal Oriented Learning
	According to the data from the 2019 10th grade ELA MYA, achievement increased by 18 percentage points from 32% in 2018 to 50% in 2019.	Our 2019 10th grade ELA MYA scores increased due to strategic placement of teachers, use of district and school resources, and scheduled interventions.	Data-Driven Decision Making Data-Driven Instruction Goal Oriented Learning

### 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>	According to the school data, the US History MYA exam scores remained neutral with a 3% point	Our US History students and teachers have been strategically placed in order to maximize instruction.	Data-Driven Decision Making

	increase from 47% in 2018-2019 to 50% in 2019-2020.		Data-Driven Instruction  Extended Learning Opportunities
	According to our school data, the College and Career Readiness Acceleration component remained neutral from 77% in 2019 to 79% in 2020.	According to the 2020 data, the number of students enrolled in all areas of College and Career Readiness: Advanced Placement, Dual Enrollment, and Industry Certification Examinations increased. Proper and strategic placement of students in coursework allowed for continued success in this school grade component.	Data-Driven Decision Making  Ongoing Progress Monitoring  Collaborative Data Chats
	According to the school data, the Algebra I MYA exam scores remained neutral with a 5% point increase from 28% in 2018-2019 to 33% in 2019-2020.	Our Algebra I students and teachers have been strategically placed in order to maximize instruction.	Data-Driven Instruction  Data-Driven Decision Making  Extended Learning Opportunities

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

Data-Driven Instruction

<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>	According to the data from the 2019 Geometry MYA, there was a decrease of 10% points from 47% in 2018 to 37% in 2019.	In reflection, teacher placement, minimal interventions, and weak differentiated instruction practices contributed to the decrease of 10%.	Collaborative Learning / Structures  Ongoing Progress Monitoring  Data-Driven Instruction
	According to the data from the 2019 9th grade ELA MYA, there was a decrease of 6% points from 51% in 2018 to 45% in 2019.	In reflection, teacher placement, minimal interventions, and weak differentiated instruction practices contributed to the decrease of 6%.	Collaborative Learning / Structures



			Collaborative Data Chats Ongoing Progress Monitoring
	According to the data from the 2019 US History MYA, there was a decrease of 4% points in the SWD subgroup from 47% in 2018 to 43% in 2019.	In reflection, minimal interventions and weak differentiated instruction practices contributed to the decrease of 4%.	Collaborative Data Chats Ongoing Progress Monitoring Checks for Understanding

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

Collaborative Learning / Structures

**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**

Consistent Protocols to Maintain a Clean and Welcoming School Environment

### Primary Essential Practice

Empower Teachers And Staff

### Secondary Essential Practice

Shared Vision/Mission

## ACADEMIC PROGRAMS

### Sustained Essential Practice

Data-Driven Decision Making

### Primary Essential Practice

Collaborative Learning / Structures

### Secondary Essential Practice

Data-Driven Instruction

## PART TWO

### SCHOOL LEADERSHIP CORE COMPETENCIES

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

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

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

*Commitment to Students includes certain behaviors such as:*

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

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

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

*A Focus on Sustainable Results includes certain behaviors such as:*

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

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

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

*Developing Others includes certain behaviors such as:*

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

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

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

*Engaging the Team includes certain behaviors such as:*

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

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

## **Competency 1: Commitment to Students**

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

The Southwest Miami High School Leadership Team identified believing in every student's ability to learn regardless of barriers that may exist.

**As evidenced by:**

Our School Leadership Team provides support to students who are facing difficulties in the areas of academics, attendance, and social-emotional health. Using school and district data reports, the Leadership Team monitors academic progress closely, providing academic interventions when necessary (tutoring, data chats, etc.). The Leadership Team closely monitors attendance using district reports and conducts parent meetings and home visits when necessary. School support personnel is utilized to contact parents when necessary. To assist students with social-emotional health barriers, the Leadership Team effectively utilizes counselors and other school/district resources/personnel, providing effective support for all students.

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

Our sustained essential practice is data-driven decision making. The Southwest Miami High School Leadership Team will continue to use data to monitor student progress, use school/district resources, and provide interventions as necessary to eliminate barriers to student success.

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

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

Southwest Miami High School's Leadership Team reviews all relevant and timely data to maximize student achievement, monitor student progress, and make instructional adjustments as necessary. This includes instructional support by the school leadership team and district personnel.

**As evidenced by:**

At Southwest Miami High School, the administrative team will review of all relevant and timely data as evidenced by teachers who have learned how to use Power BI and Performance Matters and will utilize this data to monitor student success, drive instructional practices, conduct data chats with students, and collaborate with colleagues to determine best practices.

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

The Southwest Miami High School Leadership Team will continue to support data-driven instruction by utilizing data chats to analyze data and strategically place teachers and students.

## **Competency 3: Developing Others**

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

The Southwest Miami High School Leadership Team ensures teachers obtain the professional development necessary to develop highly effective instructional practices, regardless of the instructional platform and/or environment. We create in-school and virtual professional development opportunities to maximize classroom instruction and support teachers.

**As evidenced by:**

At Southwest Miami High School, we ensure teachers obtain the professional development necessary to develop highly effective instructional practices by participating in Synergy, participating in the August 20 District Mandated PD Day and maximizing participation in the district's PD No Opt Days, sharing best practices, developing in-house PD based on survey needs, rotating teachers attending ICAD Meetings. This year's August 20 District Mandated PD Day will consist of providing teachers with professional development in virtual teaching using Zoom, Discovery Education, Microsoft Teams, etc.

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

The Southwest Miami High School Leadership Team will empower teachers and staff by identifying faculty to participate in more leadership responsibilities and committees. The Leadership Team will also continue to communicate opportunities for growth in school and throughout the district.

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

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

The Southwest Miami High School Leadership Team identifies critical members of the faculty to work collaboratively to gain insight for school improvement. Our content curriculum leaders are tasked with spearheading data chats and sharing of best practices with their department members throughout the school year. The school PLST Team provides quality professional development opportunities to empower teachers with virtual instructional practices.

### **As evidenced by:**

At Southwest Miami High School, we identify members of the faculty to work collaboratively to gain insight for school improvement by creating a Professional Learning Support Team (PLST) and having those members be an integral part of the August 20th PD Day. Each month we hold faculty meetings, EESAC meetings, Curriculum Leaders meetings, and department meetings to discuss and collaborate to enhance our school community. Items discussed include, but are not limited to safety, data, district policies/decisions, and distance learning.

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

To assure a shared vision and mission, the Southwest Miami High School Leadership Team along with the PLST will engage the faculty and staff in team-building activities as well as provide resources and tools to implement throughout the school year.

## **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**

Consistent Protocols to Maintain a Clean and Welcoming School Environment

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

The major renovations that were taking place in the building due to the GOB have been completed. Improved cleanliness, security and safety procedures will continue to be in place. Upon the opening of the school building, the administrative team will continue to implement routine spot checks of the building to ensure that the school site is maintained in a clean manner and that all CDC guidelines for maintaining a safe school environment are being met. The one-entry point system to the school with a security monitor at the door will continue, as will strategically placed security throughout the campus.

### **Primary Essential Practice**

Empower Teachers And Staff

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

The administrative team will focus on providing opportunities for teachers to obtain leadership roles within the school. Teachers and staff will also be empowered by experiencing the sharing of best practices and the opportunity to observe other classroom teachers in an effort to improve instruction, whether virtual or in the building. Teachers will receive meaningful professional development opportunities to enhance virtual instructional practices. Additionally, teachers will work collaboratively to common plan for virtual instruction, utilizing data to drive instructional decision-making.

### **Secondary Essential Practice**

Shared Vision/Mission

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

Sharing our vision/mission in all aspects of our school culture will continue to be a focus. In addition to offering leadership opportunities to faculty and staff, the administrative team, along with the PLST team, will continue to create meaningful and purpose-driven professional development opportunities that promote collaboration and boost morale, with a focus on effective virtual instruction.

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Data-Driven Decision Making

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

The administrative team will continue to strategically place teachers, use district and school resources, and schedule interventions in all accountability areas. The administrative team, along with Curriculum Leaders, will review the master schedule, teacher data, and student placement each semester to ensure that students' needs are being met.

### **Primary Essential Practice**

Collaborative Learning / Structures

## Priority Actions for the Primary Essential Practice

The administrative team and Curriculum Leaders will foster collaboration among the faculty by providing opportunities for teachers to common plan by grade level/subject matter and share best practices for virtual learning.

## Secondary Essential Practice

Data-Driven Instruction

## Priority Actions to Enhance the Secondary Essential Practice

The administrative team will target students who struggled with virtual instruction during the last quarter of the 2019-20 school year in an effort to provide intervention and minimize learning gaps during the 2020-21 school year. The administrative team will also review data and meet with all core 9th and 10th grade teachers to monitor student progress and provide interventions and support for students who may be struggling with virtual learning. Additionally, teachers will conduct data chats with students in their classes to monitor progress and provide individualized support.

## 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 we successfully implement our sustained essential practice of consistent protocols that follow CDC guidelines in an effort to maintain a clean and welcoming school site, then students and faculty will feel comfortable and safe to work and learn, maximizing student achievement. 2. If we successfully implement our primary essential practice of empowering teachers and staff, instructional practices will improve, along with staff morale, maximizing student achievement. 3. If we successfully implement our secondary essential practice of a shared vision/mission, then student achievement will improve and so will the school's culture.

## ACADEMIC PROGRAMS

### OUTCOME STATEMENT

#### Academic Programs

1. If we successfully implement our sustained essential practice of data-driven instruction, then students will continue to improve in proficiency and our students' college and career readiness preparation will increase as evident by the acceleration component of our school grade. 2. If we successfully implement our primary essential practice of collaborative learning/structures, then student achievement will increase evidenced by proficiency on state assessments. 3. If we successfully implement our secondary essential practice of data-driven instruction, then student achievement will increase as evidenced by proficiency on state assessments.

## 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>	<b>Phase I Topic</b>	<b>Process Description</b>	<b>Activity Lead</b>
(08/20/20) AM-PM	<p><i>What topic will be shared?</i></p> <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> </ul>	<p><i>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</i></p>	<p><i>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</i></p>



	<ul style="list-style-type: none"> <li>• <i>Outcome Statements</i></li> </ul>		
8/27/20 AM	Covid-19 Reporting Procedures	A video presentation format and discussion will be used	Southwest Miami High School Administrative Team
8/27/20 AM	Supporting Student Mental Health	A video presentation format and discussion will be used	Southwest Miami High School Administrative Team
8/27/20 PM	Effective Family Communication Strategies for Schools	A video presentation format and discussion will be used	Southwest Miami High School Administrative Team
8/27/20 PM	Personal Protective Equipment/School Readiness	A video presentation format and discussion will be used	Southwest Miami High School Administrative Team