

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

2001, Florida Elementary School

Principal (Last Name, First Name)

Rachelle A. Surrancy

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

Yolanda Oliu

MTSS Coordinator (Last Name, First Name)

Yolanda Oliu

Demographic Overview

Florida City Elementary is the only traditional public school located in the historic city of Florida City. The school serves a multi-ethnic school community of 626 students in PK through Fifth Grade. Forty-six (46%) percent of students are Hispanic , fifty-two (52%) percent are Black, and one (1%) percent are White, American Indian, Asian, or multi-racial. Economically-disadvantaged students account for ninety (90%) percent of the population and the mobility rate of the school is thirty-one (31%) percent. Additionally, seventeen (17%) percent of students are Exceptional Student Education without Gifted (ESE), twenty-two (22%) percent are classified as English Language Learners (ELL), and three (3%) percent of students are gifted.

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

The Florida City Elementary School, faculty, staff, students, parents, and community representatives, being multicultural and multi-ethnic, will work as a collaborative team to ensure that each student attains the highest standards of performance in a nurturing and safe environment. This will serve to narrow the achievement gap and will enable our students to become autonomous learners with a sense of purpose and future in order to prepare them to excel in this highly technological, complex, and multicultural society.

b. Provide the School's Vision Statement

The vision of the Florida City Elementary School community is that our students become literate, skilled, lifelong learners and contributing members of today's highly complex society. We seek to empower our students by instilling a sense of ownership, a belief in themselves, and a work ethic that will support their academic needs.

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.

Florida City Elementary is the only public elementary school located in Florida City, Florida. The student population consists of approximately 626 students, serving 52% African-American, 45% Hispanic, and 1% White, American Indian, Asian, or multi-racial. We are a Pre-Kindergarten-Fifth Grade, Title I school that offers a variety of programs throughout the year to engage students and help them succeed academically. We provide students, parents, and the community a safe and stimulating environment full of educational opportunities. Aside from our core curriculum, we offer after school tutoring and enrichment programs, that include curriculum opportunities in the Arts and STEM. Students who are eligible are given the opportunity to participate in a full-time gifted program. In addition, with the implementation of an inclusion program, the school has maintained a steady increase in the percentage of Special Education students who spend their school day with General Education students. We also provide services to students who are intellectually disabled in self-contained IND units. In order to utilize and sustain community partnerships, our school invites partners throughout the year to special school events such as Real Men Read, Dads Take Your Child to School Day, Career Day, Daddy Daughter School Dance, Mommy and Son Breakfast, student performances, and award ceremonies.

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**

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 EWI results (on Power BI) the Attendance and EWI is 38% (in the 0-5 days absent) . The 2019 EWI results (on Power BI) the Attendance is 29%. This is a 9 percentage point decrease over a two year period.	Student absences directly affect/impact their ability to learn and demonstrate growth.	Attendance Initiatives Positive Behavior Support (PBS)
	The 2017-2018 School Culture SIP Survey results (on Power BI) indicated 48% of the staff strongly agreed with the statement: "Collaboration takes place among department/grade level members to improve student outcomes." The 2018-2019 School Culture SIP Survey results (on Power BI) indicated 55% of the staff strongly agreed with the statement: "Collaboration takes place among department/grade level members to improve student outcomes." The 2019-2020 School Culture SIP Survey results (on Power BI) indicated 61% of the staff strongly agreed with the statement: "Collaboration takes place among department/grade level members to improve student outcomes." This is a 13 percentage point increase over a three year period.	The increase is important because professional development opportunities must be aligned with teacher needs.	Empower Teachers And Staff
	According to the School Culture SIP Survey results (on Power BI) 91% of staff agreed that during the 2019-2020 school year, the professional development opportunities on non-OPT days were designed to meet individual instructional needs. This is a 20 percentage point increase in which 71% were in agreement.	The increase is important because professional development opportunities must be aligned with teacher needs.	Empower Teachers And Staff

Essential Practice for Significantly Improved Data Findings (Sustained)

Empower Teachers And Staff

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 2019-2020 School Culture, Attendance and EWI results (on Power BI) the 2018-2019 indicated 17% in the 11-15 days absent category. The 2019-2020 School Culture, Attendance and EWI results (on Power BI) the school Culture and SIP Survey results (on Power BI) indicated 16% in the 11-15 days absent category. This is a 1 percentage point change over a two year period.	Student absences directly affect/impact their ability to learn.	Attendance Initiatives Positive Behavior Support (PBS)
	The 2017-2018 Student Climate SIP Survey results (on Power BI) indicated 38% of the students strongly agreed with the statement: "Violence is a problem at my school." The 2018-2019 Student Climate SIP Survey results (on Power BI) indicated 39% of the students strongly agreed with the statement: "Violence is a problem at my school." The 2019-2020 Student Climate SIP Survey results (on Power BI) indicated 39% of the students strongly agreed with the statement: "Violence is a problem at my school." This is a 1 percentage point change over a three year period.	This data is important because in order for students to effectively learn, students' basic needs of safety and security must be met.	Positive Behavior Support (PBS) Consistent Protocols to Maintain a Clean and Welcoming School Environment
	The 2017-2018 Staff Climate SIP Survey results (on Power BI) indicated 52% of the staff strongly agreed with the statement: "Teachers feels students are deficient in basic academic skills." The 2018-2019 Staff Climate SIP Survey results (on Power BI) indicated 56% of the staff strongly agreed with the statement: "Teachers feels students are deficient in basic academic skills." The 2019-2020 Staff Climate SIP Survey results (on Power BI) indicated 56% of the staff strongly agreed with the statement: "Teachers feels students are deficient in basic academic skills." This is a 4 percentage point change over a three year period.	This data is important because basic academic skills are necessary to fortify students' foundations and build academic growth.	Promoting Growth Mindset Mentorship Programs

Essential Practice for Neutral Data Findings (Secondary)

Positive Behavior Support (PBS)

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	The 2017-2018 Student Climate SIP Survey results (on Power BI) indicated 42% of the students strongly agreed with the statement: "The overall climate at my school is positive and helps me learn." The 2018-2019 Student Climate SIP Survey results (on Power BI) indicated 30% of the students strongly agreed with the statement: "The overall climate at my school is positive and helps me learn." The 2019-2020 Student Climate SIP Survey results (on Power BI) indicated 30% of the students strongly agreed with the statement: "The overall climate at my school is positive and helps me learn." This is a 19 percentage point decrease over a three year period.	This data is important because in order for students to effectively learn, students need to feel motivated, supported, and encouraged to learn.	Positive Behavior Support (PBS)
	The 2018-2019 Student Climate SIP Survey results (on Power BI) indicated 37% of the students agreed with the statement: "At my school I feel safe and secure." The 2019-2020 Student Climate SIP Survey results (on Power BI) indicated 24% of the students agreed with the statement: "At my school I feel safe and secure." This is a 13 percentage point decrease over a two year period.	This data is important because in order for students to effectively learn, students' basic needs of safety and security must be met.	Consistent Protocols to Maintain a Healthy and Safe School Environment
	The EWI results (on Power BI) 2018, the Attendance and EWI is 19% (in the 16-31 days absent) and 2019 Attendance and EWI is 24%. This is a 6 percentage point decrease over a two year period.	This data is important because student absences directly affect/impact their ability to learn.	Attendance Initiatives

Essential Practice for Significantly Decreased Data Findings (Primary)

Consistent Protocols to Maintain a Healthy and Safe School Environment

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	According to the Academic Programs tab (on Power BI) the 2019 Grade 3 Math Proficiency is 26% and the 2020 Grade 3 Math Predicted Proficiency is 42%. This is a 23% point increase over a two year period.	This data finding is important because in order to maintain academic growth, standards aligned instruction, data analysis, and continuous progress monitoring must continue.	Student-Centered Learning Collaborative Data Chats Ongoing Progress Monitoring
	According to the Academic Programs tab (on Power BI) the 2019 Grade 4 ELA Proficiency is 35% and the 2020 Grade 4 ELA Predicted Proficiency is 52%. This is a 17% point increase over a two year period.	This data finding is important because in order to maintain academic growth, standards aligned instruction, data analysis, and continuous progress monitoring must continue.	Student-Centered Learning Collaborative Data Chats Ongoing Progress Monitoring
	According to the Academic Programs tab (on Power BI) the 2019 Grade 5 ELA Proficiency is 25% and the 2020 Grade 5 ELA Predicted Proficiency is 39%. This is a 14% point increase over a two year period.	This data finding is important because in order to maintain academic growth, standards aligned instruction, data analysis, and continuous progress monitoring must continue.	Data-Driven Instruction Collaborative Data Chats

Ongoing
Progress
Monitoring**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	According to the Academic Programs tab (on Power BI) the 2019 Grade 4 Math Proficiency is 32% and the 2020 Grade 4 Math Predicted Proficiency is 39%. This is a 7% point increase over a two year period.	This data finding is important because in order for students to attain and maintain levels of proficiency, they must consistently demonstrate growth.	Ongoing Progress Monitoring Data-Driven Instruction Differentiated Instruction
	According to the Academic Programs tab (on Power BI) the 2019 Grade 3 ELA Proficiency is 37% and the 2020 Grade 3 ELA Predicted Proficiency is 41%. This is a 4% point increase over a two year period.	This data finding is important because in order for students to attain and maintain levels of proficiency, they must consistently demonstrate growth.	Ongoing Progress Monitoring Data-Driven Instruction Differentiated Instruction
	According to the iReady results (on Power BI) the 2019 Grade 5 ELA AP1 Tier 1 is 13% and AP2 Tier 1 is 20%. This is a 7% point increase over two diagnostic assessments.	This data finding is important because in order for students to attain and maintain levels of proficiency, they must consistently demonstrate growth.	Ongoing Progress Monitoring Differentiated Instruction

Essential Practice for Neutral Data Findings (Secondary)

Differentiated 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?
Significantly Decreased Data Findings	According to the 2019-2020 iReady results (on Power BI) Grade 5 ELA Number of Students Regressed (>10 points) is 17% of the total population from AP1 to AP2.	This data demonstrates an achievement gap in students' conceptual understanding related to the complexity of the fifth grade ELA standards.	Data-Driven Instruction Ongoing Progress Monitoring Interventions/RtI
	According to the 2019-2020 iReady results (on Power BI) Grade 5 Math Number of Students Regressed (>10 points) is 5 % of the total population from AP1 to AP2.	This data demonstrates an achievement gap in students' conceptual understanding related to the complexity of fifth grade Math standards.	Data-Driven Instruction Ongoing Progress Monitoring Interventions/RtI
	According to the NGSSS 2.0 FCAT Science in Grade 5, 35% of the students demonstrated proficiency in 2018 as compared to 2019 assessment where 27% demonstrated proficiency, a decrease of 8 percentage points.	This data highlights the need to ensure that scientific inquiry skills processes are addressed with fidelity in Differentiated Instruction.	Collaborative Data Chats Data-Driven Instruction Differentiated Instruction

Essential Practice for Significantly Decreased Data Findings (Primary)

Ongoing Progress Monitoring

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

Empower Teachers And Staff

Primary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

Secondary Essential Practice

Positive Behavior Support (PBS)

ACADEMIC PROGRAMS**Sustained Essential Practice**

Data-Driven Instruction

Primary Essential Practice

Ongoing Progress Monitoring

Secondary Essential Practice

Differentiated 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.

Based on the Core Leadership Competencies, our School Leadership Team's (SLT) current reality reflects a commitment to students at a Level Three (3).

As evidenced by:

Student responses on the climate survey where 63% of students indicated that the Leadership Team and teachers are committed to their learning.

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

The School Leadership Team understands that every school-wide initiative and strategic focus, targets school improvement and student achievement. As such, through this school improvement process, our focus continues to be on differentiated instruction as a Primary Essential Practice (Academic).

Competency 2: Focusing on Sustainable Results

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

Based on the Core Leadership Competencies, our School Leadership Team's (SLT) current reality reflects sustainable results at a Level Three (3).

As evidenced by:

The team implements systems and protocols for goal setting and identifying, tracking, and monitoring student progress.

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

The Leadership Team will review, disaggregate, and prioritize data to set challenging and attainable goals. In addition, the team will use individual teacher data to guide the decision-making processes to empower teachers.

Competency 3: Developing Others

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

Based on the Core Leadership Competencies, our School Leadership Team's (SLT) current reality reflects that we are implementing practices aligned to this competency at a Level Three (3).

As evidenced by:

As evidenced by the increase in the number of opportunities for teachers to participate in professional learning communities, share best practices, participate in lesson/book studies, and receive feedback on their lesson delivery.

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

The School Leadership Team will continue to develop teacher leaders and extend opportunities in gaining experience and enhancing instructional practices.

Competency 4: Engages the Team

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

Based on the Core Leadership Competencies, our School Leadership Team's (SLT) current reality reflects that we are implementing practices aligned to this competency at a Level Two (2). As such, there remains a need to continue to prioritize students' learning as the central focus of our school improvement efforts.

As evidenced by:

The systems of collaboration that currently exist in our school, (i.e., Leadership Team I (LTI) and Leadership Team II (LTII) meetings, Faculty Meetings, Vertical Planning Sessions, and Educational Excellence School Advisory Counsel (EESAC)).

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

The SLT will continue to ensure that systems for collaboration remain in place and will meet at specified times (daily, weekly and or monthly), as determined by agreed schedule, to collaborate and communicate on-going school-wide initiatives intending to build confidence, boost moral, and team's ability to accomplish a shared vision.

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

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

Continue to provide professional development opportunities aligned with teacher needs to translate into improved instructional practices.

Primary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

Priority Actions for the Primary Essential Practice

Implement a system for staff and students to follow district guidelines in compliance with health and safety procedures.

Secondary Essential Practice

Positive Behavior Support (PBS)

Priority Actions to Enhance the Secondary Essential Practice

Implement a school-wide PBS program that establishes norms, cultivates values, and sets expectations that support culturally responsive practices, fosters and maintains positive teacher-student relationships and empowers students to manage emotions and make responsible decisions.

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Continue to implement collaborative structures for effective planning and analyzing data to gauge instruction for the delivery of aligned interventions and appropriate utilization of resources during differentiated instruction.

Primary Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Primary Essential Practice

Continue to implement structures to assess and provide for the effective delivery of instruction during the differentiated instruction and intervention blocks through on-going progress monitoring and the analysis and the disaggregation of data.

Secondary Essential Practice

Differentiated Instruction

Priority Actions to Enhance the Secondary Essential Practice

Continue to implement structures to assess and provide for the effective delivery of instruction during the differentiated instruction and intervention blocks through on-going progress monitoring and the analysis and the disaggregation of 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 continue to successfully Empower Teachers and Staff, implement Consistent Protocols to Maintain a Healthy and Safe School Environment, and school-wide PBS program, then we expect to see a continued increase in improved instructional practices, increase in compliance with health and safety procedures, and increase in positive student-teacher relationships..

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we continue to successfully implement structures that facilitate planning for the effective delivery of Data-Driven, small group instruction (DI) and a system of On-going Progress Monitoring, then we can expect to see, increases in ELA and Math student learning gains as well as, increases in proficiency in ELA and Math across all accountable grade levels.

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

<p>Opening of School Date</p> <p>(08/20/20) AM-PM</p>	<p>Phase I Topic</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 Actions</i> • <i>Outcome Statements</i> 	<p style="text-align: center;">Process Description</p> <p>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</p>	<p style="text-align: center;">Activity Lead</p> <p>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</p>
<p>8/20/20 8:30-9:30 am</p>	<p>Opening of Professional Development: SIP Review Presentation</p>	<p>Present the staff with a PowerPoint that includes an overview of the SIP Process and share the Essential Practices, Priority Actions, and Outcome Statements that were developed by the SLT during Synergy and garner feedback.</p>	<p>Yolanda Oliu, Assistant Principal</p>
<p>8/28/20 10:00 am-</p>	<p>Turn Key Presentations</p>	<p>Administrators will share Turnkey Presentation Videos 1. COVID 19 Reporting Procedures 2. Student Mental Health 3. Effective Family Communication</p>	<p>Rachelle Surrancy, Principal Yolanda Oliu, Assistant</p>

12:00 pm		Strategies for Schools 4. Personal Protective Equipment 5. School-Site Sanitization Protocols and Facilities 6. Title IX	Principal