

# MIAMI DADE COUNTY PUBLIC SCHOOLS

## School Improvement Process

### School Information

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

Eneida Massas Hartner Elementary

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

Goa, Tangela

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

Marban, Anailene

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

Marban, Anailene

#### Demographic Overview

Eneida Massas Hartner Elementary School educates a total of 374 students of which 77.4% are Hispanic, 19.7% are Black, 1.7% are White. Currently, 96.1% of students eligible for free/reduced price meals, 44.4% are English Language Learners, and 18% participate in the Exceptional Student Education program.

#### Current School Status

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

Our school celebrates individuality, diversity, and creativity. We focus on incorporating technology, and providing opportunities for students to collaborate, communicate, and think critically about real-world problems.

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

Educating global citizens for 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.

Eneida Hartner Elementary is located in the heart of Wynwood. We service families that range from low to middle class socioeconomic status. Additionally, the school services a high population of homeless students. We utilize Project Upstart as one of the initiatives to service our homeless population. We aggressively seek out community partners to provide wraparound services for children.

#### 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>	The 2019-2020 School Climate Survey results (on PowerBI) indicated 39% of staff strongly agreed with the statement: "The overall climate at my school is positive and helps students learn". The 2018-2019 School Climate Survey results (on PowerBI) indicated 28% of staff strongly agreed with the statement. This is an 11 percentage point increase.	A positive learning climate increases student success. We strive for students to feel safe, welcomed, valued, and supported.	Celebrate Successes  Promoting Growth Mindset  Communicate With Stakeholders
	The 2019-2020 SIP Survey results (on PowerBI) indicated 61% of teachers identified receiving weekly support by instructional leaders. The 2018-2019 SIP Survey results (on PowerBI) indicated 50% of teachers identified receiving weekly support. This is an 11 percentage point increase.	Instructional support builds teacher capacity and improves teaching and learning outcomes. The allocation of instructional coaches in reading and math have provided teachers with ongoing support.	Celebrate Successes  other  Instructional Support/Building Teacher Capacity  Communicate With Stakeholders
	The 2019-2020 SIP Survey results (on PowerBI) indicated 26% of teachers agreed that interventions were provided all of the time when students exhibited early warning indicators or disruptive behaviors. The 2018-2019 SIP Survey results (on PowerBI) indicated 12% of teachers agreed with the the same. This is a 14 percentage point increase.	We believe it is important to identify and address the needs of at-risk students in order to promote their overall success in school.	Response to Early Warning Systems (EWS)  Positive Behavior Support (PBS)  Communicate With Stakeholders

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

Instructional Support/Building Teacher Capacity

<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>	The 2019-2020 Early Warning System results (on PowerBI) indicated 11% of students had 31 or more absences. The 2018-2019 Early Warning System results (on PowerBI) indicated 14% of students had 30 or more absences. This is a 3 percentage point decrease.	Despite our attendance intervention efforts, the attendance of those students with an excessive number of absences has not improved. Students need to be present and actively engaged in learning in order to achieve their best. Distance learning has further negatively impacted student engagement and challenged us to promote it.	Attendance Initiatives  Family Engagement  Staff-Student Connections
	The 2019-2020 SIP Survey results (on PowerBI) indicated 25% of teachers were provided with monthly feedback by their administrators to improve student outcomes. The 2018-2019 SIP Survey results (on PowerBI) indicated 23% of teachers indicated the same. This is a 2 percentage point increase.	Feedback helps educators reflect and enhance their practices. We believe that the majority of the faculty should be receiving monthly feedback, not just a third, in order to sustain a school culture of growth.	Staff-Student Connections  Communicate With Stakeholders  Promoting Growth Mindset
	The 2019-2020 Climate Survey results (on PowerBI) indicated 43% of students strongly agreed with the statement "Adults at my school help me when I need it." The 2018-2019 Climate Survey results (on PowerBI) indicated 44% of students strongly agreed with the statement. This is a 1 percentage point decrease.	Building connections and supporting students social emotional needs is imperative to their success. We want all our students to be assured that we care about their academic, social, and emotional well-being.	other  Administrative Feedback  Effective Use of School and District Support Personnel  Social and Emotional Learning (SEL)

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

Administrative Feedback

<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?
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<p><b>Significantly Decreased Data Findings</b></p>	<p>The 2019-2020 Climate Survey results (on PowerBI) indicated 37% of students strongly agreed with the statement "I like coming to school." The 2019-2020 Climate Survey results (on PowerBI) indicated 32% of students strongly with the statement. Though there was a 5 percentage point increase, the data still reflects the majority of students dislike coming to their school.</p>	<p>Our mission to educate and prepare students for lifelong learning will not be achieved if only half of students enjoy coming to school. We need to continue to focus our efforts on increasing student engagement so that they look forward to coming to school to learn each and every day.</p>	<p>other Student Engagement Staff-Student Connections Student Voice</p>
	<p>The 2019-2020 Climate Survey results (on PowerBI) indicated 27% of teachers agreed with the statement "Adequate disciplinary measures are used at my school." The 2018-2019 Climate Survey results (on PowerBI) indicated 47% of teachers agreed with the statement. This is a 20 percentage point decrease.</p>	<p>Disciplinary measures have a direct impact on student motivation, attitude, and achievement. Learning is negatively impacted by a poorly managed classroom. Efforts to promote positive behaviors have included a school-wide PBIS program. We feel it is important to continue to enhance our school wide discipline plan and support teachers in developing effective classroom management strategies to minimize disruptions to promote a positive classroom climate.</p>	<p>Positive Behavior Support (PBS) Promoting Growth Mindset other Consistent Protocols to Address Behavior/Discipline</p>
	<p>The 2019-2020 Climate Survey results (on PowerBI) indicated 20% of teachers agreed with the statement "My principal is supportive of teachers." The 2018-2019 Climate Survey results (on PowerBI) indicated 38% of teachers agreed with the statement. This is an 18 percentage point decrease.</p>	<p>Teachers motivation, attitudes, and efficacy are affected by their relationships with administrators. We want all our teachers to feel supported by the administration and will continue to build a positive culture of change so that teachers trust that administrators want them to succeed.</p>	<p>Empower Teachers And Staff Shared Vision/Mission Shared Leadership</p>

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

Student Engagement

**DATA AND SYSTEMS REVIEW ORGANIZER**

**ACADEMIC PROGRAMS**

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

<b>Significantly Improved Data Findings</b>	The 2019-2020 i-Ready Math Diagnostic 2 Assessment results tab (on PowerBI) indicated 35% of grade 3 students scored at Tier 1 (on or above grade level). The 2019-2020 i-Ready Math Diagnostic 1 Assessment results tab (on PowerBI) indicated 9% of grade 3 students scored at Tier 1. This is a 26 percentage point increase.	Implementation of standards-based collaborative planning have been successful in empowering teachers to implement more effective instructional strategies. Third grade teachers have incorporated the use of math journals and manipulatives to support teaching and learning.	Instructional Support/Coaching  Effective Curriculum and Resource Utilization  Standards-Aligned Instruction
	The 2019-2020 i-Ready Math Diagnostic 2 Assessment results tab (on PowerBI) indicated 21% of grade 4 students scored at Tier 3 (two or years below grade level). The 2019-2020 i-Ready Math Diagnostic 1 Assessment results tab (on PowerBI) indicated 30% of grade 3 students scored at Tier 3. This is a 9 percentage point decrease.	Reteaching of weakest standards/skills following the administration of topic assessments provided students a second opportunity to acquire the skill, preventing them from falling further behind. Fourth grade students greatly benefited from Math DI days where extra practice and remediation was provided.	Hands-on Learning  Establishing and Implementing Instructional Frameworks  Collaborative Data Chats
	The 2019-2020 i-Ready Math Diagnostic 2 Assessment results tab (on PowerBI) indicated 35% of grade 5 students scored at Tier 2 (one year below grade level). The 2019-2020 i-Ready Math Diagnostic 1 Assessment results tab (on PowerBI) indicated 42% of grade 3 students scored at Tier 3. This is a 7 percentage point decrease.	Fifth grade students greatly benefited from the incorporation of math bellringers to include calendar math and math fact practice drills which aided in the quick recall needed to solve multi-step math problems.	Data-Driven Instruction  Checks for Understanding  Standards-Based Collaborative Planning

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

Standards-Aligned 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>Neutral Data Findings</b>	The 2019-2020 i-Ready Reading Diagnostic 2 Assessment results tab (on PowerBI) indicated 14% of grade 2 students scored at Tier 1 (on or above grade level). The 2019-2020 i-Ready Reading Diagnostic 1 Assessment results tab (on PowerBI) indicated 12% of students in grades 2 scored at Tier 1. This is a 2 percentage point increase.	Less than a third of students are scoring on grade level in grade 2. A strong foundation in reading needs to be established in the primary grades to prepare students to be successful in the intermediate grades. We need to continue to focus our efforts on strengthening instruction and learning in the primary grades to prevent large achievement gaps by third grade.	other  Foundational Skills Instruction  Ongoing Progress Monitoring  Instructional Support/Coaching

	<p>The 2019-2020 i-Ready Reading Diagnostic 2 Assessment results tab (on PowerBI), indicated that 11% of grade 1 students scored at Tier 3 (two or more years below grade level). The 2019-2020 i-Ready Reading Diagnostic 1 Assessment results tab (on PowerBI) indicated 17% of grade 1 students scored at Tier 3. This was an increase of 6 percentage points.</p>	<p>Memorization of High Frequency Words supports the automaticity in decoding needed to increase fluency in reading. We strive to increase the percent of students proficient in High Frequency Words so that they are fluent readers by grade 3.</p>	<p>Goal Oriented Learning  Effective Curriculum and Resource Utilization  English Language Learners (ELL) Strategies</p>
	<p>The 2019-2020 i-Ready Reading Diagnostic 2 Assessment results tab (on PowerBI) indicated that 33% of grade 3 students scored at Tier 2 (one grade level below). The 2019-2020 i-Ready Reading Diagnostic 1 Assessment results tab (on PowerBI) indicated 35% of grade 3 students scored at Tier 2. This was a 2 percentage point increase.</p>	<p>Less than a third of students are scoring on grade level in the i-Ready Vocabulary domain school wide. Since our student body is predominantly learning English as a second language, it is imperative that we continue to support vocabulary instruction and acquisition. Students need increased exposure to vocabulary and strategies that will help them determine meanings from context.</p>	<p>Goal Oriented Learning  Ongoing Progress Monitoring  Effective Curriculum and Resource Utilization</p>

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

Goal Oriented Learning

<p><b>Data Rating</b></p>	<p><b>Data Findings &amp; Area</b>  Be specific in defining each data element below.</p>	<p><b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?</p>	<p><b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?</p>
<p><b>Significantly Decreased Data Findings</b></p>	<p>The 2019-2020 District Early Warning System Comparison results tab (on PowerBI) indicated 39% students had a course failure in ELA as compared to the district at 4%. This is a 35 percentage point difference.</p>	<p>Distance learning has negatively impacted learning and achievement in reading. Efforts to strategically address regressions are needed.</p>	<p>Student Engagement  other  Participation in Distance Learning  Interactive Learning Environment</p>
	<p>The 2019-2020 i-Ready Reading Diagnostic 2 Assessment results tab (on PowerBI), indicated 23% of grade 5 students scored at Tier 1 (on or above grade level). The 2019-2020 i-Ready Reading Diagnostic 1 Assessment results tab (on PowerBI) indicated that 17% of</p>	<p>Less than half of students are proficient in phonics, a prerequisite of fluency and comprehension. Strengthening instruction of foundational reading skills in the primary grades will develop the fluency needed to comprehend text</p>	<p>Instructional Support/Coaching  other  Foundational Skills Instruction</p>

	grade 5 students scored at Tier 1. Though there was a 6 percentage point increase, the overall percent of students reading on grade level in grade 5 is extremely low.	in the intermediate grades and minimize such large achievement gaps.	Effective Curriculum and Resource Utilization
	The 2019-2020 i-Ready Reading Diagnostic 2 Assessment results tab (on PowerBI) indicated 32% of grade 4 students scored at Tier 1 (on or above grade level). The 2019-2020 i-Ready Reading Diagnostic 1 Assessment results tab (on PowerBI) indicated 18% of grade 4 students scored at Tier 1. Though there was a 14 percentage point increase, the percent of students scoring on grade level remains extremely low.	An increasing percentage of students have fallen one or more years behind in reading in the intermediate grades. We need to continue to work on improving reading instruction through ongoing progress monitoring and early remediation and strengthen foundational skills instruction in the primary grades to decrease such achievement gaps from forming.	Standards-Aligned Instruction  Ongoing Progress Monitoring  Effective Curriculum and Resource Utilization

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

Foundational Skills Instruction

**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**

Instructional Support/Building Teacher Capacity

### Primary Essential Practice

Student Engagement

### Secondary Essential Practice

Administrative Feedback

## ACADEMIC PROGRAMS

### Sustained Essential Practice

Standards-Aligned Instruction

### Primary Essential Practice

Foundational Skills Instruction

### Secondary Essential Practice

Goal Oriented Learning

## 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 is committed to supporting activities which supports students social, emotional, and academic development. We strive to maintain a school culture where students are acknowledged, supported, and are provided with a positive learning environment that promotes students engagement and motivation.

**As evidenced by:**

This is evidenced by our implementation of initiatives such as Student of the Month, quarterly honor roll celebrations, Positive Behavior Intervention Strategies (PBIS), and academic enrichment school-wide activities.

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

The School Leadership Team will use the Commitment to Students competency in the School Improvement Process to plan for and develop activities which increase student engagement, motivation, and promote a positive school culture and learning environment.

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

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

The School Leadership Team is committed to ensuring successful strategies are continuously implemented and sustained. We have implemented protocols to ensure ongoing progress monitoring the fidelity of instruction and student learning.

**As evidenced by:**

This is evidenced by weekly administrative classroom walkthroughs, weekly collaborative planning, and data conversations. Additionally, ongoing instructional support through coaching cycles are implemented to support and enhance classroom instruction.

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

The School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process to plan for and implement initiatives that provide continuous monitoring of classroom instruction and student learning to ensure strategic support is being provided.

## **Competency 3: Developing Others**

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

The School Leadership Team is committed to planning for and incorporating initiatives that support teacher development through ongoing support and professional development. Our instructional coaches provide teachers with individualized support and build teacher capacity through modeling and sharing best practices, instructional strategies, and how to utilize instructional resources.

**As evidenced by:**

This is evidenced by the professional development offered throughout the school year, coaching cycles conducted, grade level collaborative planning, leadership team meetings, and ongoing reflection and discussion regarding how to best support teachers and improve the quality of instruction.

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

The School Leadership Team will use the Developing Others competency in the School Improvement Process to plan for and provide professional development and support that ensure teachers obtain the experiences and training needed to develop new skills and levels of capacities.

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

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

The School Leadership Team is committed to building school culture in order to engage the faculty in reaching schools. We empower teachers to learn from one another through the sharing of best practices and acknowledge teachers for their ongoing efforts to enhance their craft.

#### **As evidenced by:**

This is evidenced by our inclusion of teachers in learning walks, SIP process, sharing of best practices during planning sessions and faculty meetings, providing constructive feedback, and acknowledging teachers for their ongoing efforts.

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

The School Leadership Team will use the Engages the Team competency in the School Improvement Process to plan and provide opportunities for to teachers to collaborate with one another, become teacher leaders, and learn from one another.

## **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**

Instructional Support/Building Teacher Capacity

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

The School Leadership Team will support the effective use of school and district support personnel to provide professional development and build teacher capacity through coaching cycles, collaborative planning, and increased opportunities for teachers to reflect on their own practices.

### **Primary Essential Practice**

Student Engagement

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

The School Leadership Team will support increased student engagement through social emotional learning strategies, building teacher-student connections, and planning for engaging lessons.

### **Secondary Essential Practice**

Administrative Feedback

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

The School Leadership Team will support increased administrative feedback and support to improve practices through formal and informal observations and walkthroughs, celebrating successes, and utilizing feedback to build a growth mindset school culture.

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Standards-Aligned Instruction

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

The School Leadership Team will continue to support standards-based instruction in Mathematics and Science, sharing of best practices, and planning for hands-on lessons to support understanding of concept.

### **Primary Essential Practice**

Foundational Skills Instruction

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

The School Leadership Team will support foundational skills instruction in the primary grades through professional development in phonics instruction, effective utilization of instructional resources, and ongoing progress monitoring of basic skills acquisition.

### **Secondary Essential Practice**

Goal Oriented Learning

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

The School Leadership Team will support ongoing progress monitoring through the administration of reading inventories, differentiated instructional strategies to support diverse learner needs, and goal oriented learning.

## **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 our sustained essential practice of instructional support/building teacher capacity, then teachers willingness to embrace changes that will strengthen their teaching practices will increase. If we successfully implement our primary essential practice of increasing student engagement, then students participation and attitudes regarding learning will improve. If we successfully implement our secondary essential practice of increasing administrative feedback, then more teachers will feel acknowledged, supported, and will embrace a growth mindset school culture.

## **ACADEMIC PROGRAMS**

### **OUTCOME STATEMENT**

#### **Academic Programs**

If we successfully implement or sustained essential practice of standards-aligned instruction in mathematics and science, then student achievement in mathematics and science will increase. If we successfully implement our primary essential practice of enhancing foundational skills instruction in reading, then fluency in reading will improve. If we successfully implement our secondary essential practice of goal oriented learning through ongoing progress monitoring of reading, then the achievement gap will be decreased through the early identification and remediation of skills.

## **OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT**

*School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.*

*The professional development should include a summary of the:*

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

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

- *Essential Practice Selections and Priority Actions*
- *Brainstorm possible Implementation Steps*

- *Identify possible roles/resources*

## Opening of School Professional Development Agenda

<b>Opening of School Date</b>  (08/20/20) AM-PM	<b>Phase I Topic</b>  <i>What topic will be shared?</i> <ul style="list-style-type: none"> <li>• <i>Data and Systems Review Summary</i></li> <li>• <i>School Leadership Core Competency Course Reflections</i></li> <li>• <i>Sustained Essential Practice</i></li> <li>• <i>Primary &amp; Secondary Essential Practice Selections</i></li> <li>• <i>Priority Actions</i></li> <li>• <i>Outcome Statements</i></li> </ul>	<b>Process Description</b>  What process/protocol will be used to share the topic and garner feedback from all stakeholders?	<b>Activity Lead</b>  Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
08/20/20	Team Building Activity	Ice Breaker	Tangela Goa, Principal; Anailene Marban, Assistant Principal; Clidia Gonzalez, Reading Coach; Danita Woods-Dominguez, Math Coach; Shanelle Alphonse, Third Grade Teacher; Cassandra Holmes, Prekindergarten Teacher
08/20/20	Instructional Strategies: Reading	Discussion/Overview of Reading Standards and Strategies Modeling of Best Practices	Clidia Gonzalez, Reading Coach
08/20/20	Instructional Strategies: Math	Discussion/Overview of Math Standards and Strategies Modeling of Best Practices	Danita Woods-Dominguez, Math Coach
08/20/20	Instructional Technology: Digital Tools/Resources	Overview/Tutorial of instructional technology tools.	Clidia Gonzalez, Reading Coach; Danita Woods-Dominguez, Math Coach; Shanelle Alphonse, Third Grade Teacher; Cassandra Holmes, Prekindergarten Teacher

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