MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

1371 - Marjory Stoneman Douglas Elementary

Principal (Last Name, First Name)

Moraima Almeida-Perez

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

Vega, Tania. C.; Silva, Angel

MTSS Coordinator (Last Name, First Name)

Sanchez, Mariana

Demographic Overview

Marjory Stoneman Douglas Elementary (MSD) is a Bilingual and Cambridge International Academy designated Pre-Kindergarten through Fifth grade school serving 750 students in southwest Miami-Dade County spread among three campuses. The school is predominantly Hispanic (98%), serving 344 English Language Learner (ELL) students. MSD is also a Title I school, having over 84% of the population receiving Free and/or Reduced lunch. Sixteen percent of the students at MSD have been identified as Gifted. The student/teacher ratio is 17:1 and the school boasts a high teacher retention rate. In addition to the staff, MSD has an active Parent Student Teacher Organization and volunteer involvement is high. Among the innovative programs offered at MSD, the school has been recognized by the Dream in Green program for the school's efforts in environmental education. Once again, MSD received the school letter grade of "A" as assigned by the Florida Department of Education.

Current School Status

a. Provide the School's Mission Statement

Our mission at Marjory Stoneman Douglas Elementary is to bilingually foster student achievement with respect for historical, cultural, and individual diversities with an emphasis on the preservation of our environment and an appreciation for the arts.

b. Provide the School's Vision Statement

We at Marjory Stoneman Douglas Elementary share the vision, feel the pride, and experience the commitment to excellence every day. This vision is reflected in a school where all children will learn to be bi-literate and bilingual critical thinkers as a result of the dual language program.

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.

Marjory Stoneman Douglas Elementary (MSD) serves a predominantly Hispanic community (98%) where the average household income is between $30,000 and $74,999. Most homes are occupied by the owners and are comprised of two to three people. MSD has a Bilingual program that fosters a bi-literate and bilingual education. As a Cambridge designated PK-5, MSD seeks to develop self-esteem through a supportive and happy environment that provides all members with opportunities to achieve their potential in the intellectual, physical, moral, and social domains. Our school has had the distinction of winning the 2017-2018 Integrity category in the Values Matter Initiative. As an 8 year recipient of the Five Star Award, MSD continues to implement exemplary community involvement, such as parent workshops through the Parent Academy. Together with the Parent Teacher Student Organization (PSTO), MSD hosts events throughout the community such as dinners at Road House Grill and McTeacher Night at McDonalds.

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.

<u>*Data and Systems Review*</u>

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)

Data Rating	Data Findings & Area	Rationale for Selection of Data	Connected Essential Practices
			contributed most to the data findings?
Significantly Improved Data Findings	The 2018-2019 School Climate Survey results (on Power BI) indicated 55% of students strongly agree with the statement "My teachers are friendly and easy to talk to" as compared to the 2019-2020 School Climate Survey results (on Power BI) where 74% of students strongly agreed with the same statement, denoting an increase of 19 percentage points.	This data is most impactful because it reveals that teachers continue to care and are interested in the student as a person.	Staff-Student Connections
	The 2018-2019 School Climate Survey results (on Power BI) indicated 52% of students strongly agree with the statement "My school counselor helps me with school and personal problems" as compared to the 2019-2020 School Climate Survey results (on Power BI) where 70% of students strongly agreed with the same statement, denoting an increase of 18 percentage points.	This data is most impactful as it connects to the District's Mental Wellness Matters awareness campaign. As a school we need to improve student and parent awareness of the importance of positive mental wellness with an understanding of the various school and community mental health services and resources available for students and families.	Effective Use of School and District Support Personnel
	The 2018-2019 School Climate Survey results (on Power BI) indicated 63% of the staff strongly agree with the statement "Administrators solve problems effectively" as compared to the 2019-2020 School Climate Survey results (on Power BI) where 83% of the staff strongly agreed with the same statement, denoting an increase of 20 percentage points.	This data is most impactful as it connects the important role the administrators have at the school. Their leadership skills are effective and visible for the staff to see.	Leadership Visibility and Accessibility

Essential Practice for Significantly Improved Data Findings (Sustained)

Leadership Visibility and Accessibility

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	The 2017-2018 School Climate Survey results (on Power BI) indicated 64% of students strongly agree with the statement "My teachers make learning fun and interesting" as compared to the 2018-2019 where 55% of students and in the 2019-2020 it went back up to 64% of students strongly agreeing with the same statement denoting that the data has fluctuated back to the original percentage without much of a shift.	This data is most impactful because it reveals that teachers continue to care and make learning engaging for the students. If students are not excited about learning, most likely they will not demonstrate growth.	Social and Emotional Learning (SEL)
	The 2018-2019 School Climate Survey results (on Power BI) indicated 3% of students have received 1 disciplinary referral as compared to the 2019-2020 which was the same at 3% of students.	This data is most impactful because it reveals that students have maintained a low percentage in referrals. Students follow the rules at the school and they know the consequences if they do not.	Character Education/Values Matter
	The 2018-2019 School Climate Survey results (on Power BI) indicated 29% of staff agree with the statement "I feel lack of concern/support from parents" as compared to the 2019-2020 School Climate Survey results (on Power BI) where 28% of staff agreed with the same statement, denoting only a 1 percent difference.	This is most impactful because parent involvement plays a major role in student outcomes by supporting their academic growth.	Family Engagement

Essential Practice for Neutral Data Findings (Secondary)

Social and Emotional Learning (SEL)

| 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 2018-2019 School Climate Survey results (on Power BI) indicated 58% of staff strongly agree with the statement "The school building is kept clean and in good condition" as compared to the 2019-2020 School Climate | This data is most impactful because unsanitary conditions have a negative impact on both students' and teachers' health and performance. It is important to promote and maintain a healthy environment. We need to come | Consistent Protocols to Maintain a Clean and Welcoming School Environment |

	Survey results (on Power BI) where 81% of staff strongly agreed with the same statement, denoting a decrease of 23 percentage points.	together to create an environment that is welcoming for all.	
	The 2018-2019 School Climate Survey results (on Power BI) indicated 39% of students strongly agree with the statement "Students in my school usually follow the rules" as compared to the 2019-2020 School Climate Survey results (on Power BI) where 32% of students strongly agreed with the same statement, denoting a decrease of 7 percentage points.	This data is most impactful because students feel a sense of pride and excellence at their school.	School Spirit, Pride and Branding
	According to the 2018-2019 Data Map (on Power BI), the percentage of students with 31+ absences was 1% as compared to the 2019-2020 Data Map (on Power BI) which demonstrated 8% in the same category, denoting a change of 7 percentage points.	This data is most impactful because research shows that attendance is key to academic success and we cannot lose sight of its impact on the education of our students. We recognize that attendance helps students get better grades, it develops healthy life habits, it avoids dangerous behaviors, and it offers students a better chance of graduating from high school.	Attendance Initiatives

Essential Practice for Significantly Decreased Data Findings (Primary)

Consistent Protocols to Maintain a Clean and Welcoming 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 results of the 2019-2020 i-Ready AP2 ELA Diagnostic Assessment (End of Year View), the percentage of 3rd grade Tier 1 students was 48% which was 18	This data point was chosen because achieving high scores in 3rd grade ELA is	Collaborative Data Chats

	percentage points higher when compared to results of the 2018-2019 i-Ready AP2 ELA Diagnostic Assessment (End of Year View) for 3rd grade students, indicating a significant improvement.	necessary to avoid retention.	
	According to results of the 2019-2020 i-Ready AP2 ELA Diagnostic Assessment (End of Year View), the percentage of 5th grade Tier 1 students was 31% which was 11 percentage points higher when compared to results of the 2018-2019 i-Ready AP2 ELA Diagnostic Assessment (End of Year View) for 5th grade students, indicating a significant improvement.	This data point was chosen because it demonstrates the strength of data-driven decision making.	Data-Driven Decision Making
	According to results of the 2019-2020 i-Ready AP2 Mathematics Diagnostic Assessment (End of Year View), the percentage of 5th grade Tier 1 students was 35% which was 7 percentage points higher when compared to results of the 2018-2019 i-Ready AP2 Mathematics Diagnostic Assessment (End of Year View) for 5th grade students, indicating a significant improvement.	This data point was chosen to demonstrate the impact of differentiated instruction.	Differentiated Instruction

Essential Practice for Significantly Improved Data Findings (Sustained)

Collaborative Data Chats

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 Power BI, the projected 2020 FSA ELA Proficiency for 3rd grade was 65% which was 3 percentage points higher than results of the 2019 Grade 3 ELA Proficiency average of 62%, denoting a minor gain which could be attributed to the standard deviation.	This data point was chosen because 3rd grade is a retention grade and there needs to be more of an increase.	Differentiated Instruction
	According to Power BI, the projected 2020 FSA ELA Proficiency for 5th grade was 66% which was 1 percentage point higher than results of the 2019 Grade 5 ELA Proficiency average of 65%, denoting a	This data point was chosen because an increase in percentage levels over time is critical. Implementation of new instructional strategies,	Rubrics Utilization

	minor gain which could be attributed to the standard deviation.	such as Rubrics Utilization, is necessary to ensure growth.	
	According to results of the 2019-2020 i-Ready AP2 Mathematics Diagnostic Assessment (End of Year View), the percentage of 3rd grade Tier 1 students was 20% which was 4 percentage points higher when compared to results of the 2018-2019 i-Ready AP2 Mathematics Diagnostic Assessment (End of Year View) for 3rd grade students, indicating a minor improvement which could be attributed to the standard deviation.	This data point was chosen because an increase in percentage levels over time is critical. Implementation of new instructional strategies, such as checks for understanding, is necessary to ensure growth.	Checks for Understanding

Essential Practice for Neutral Data Findings (Secondary)

Checks for Understanding

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 Power BI, the projected 2020 FSA ELA Proficiency for 4th grade was 56% which was 15 percentage points lower than results of the 2019 Grade 4 ELA Proficiency average of 71%, denoting a significant decrease.	This data point was chosen because the projected decrease in performance levels combined with any instructional loss due to school closures, makes a decrease of this magnitude unacceptable and in need of immediate attention.	Technology Integration
	According to Power BI, the projected 2020 FSA Mathematics Proficiency for 4th grade was 62% which was 25 percentage points lower than results of the 2019 Grade 4 Mathematics Proficiency of 87%, denoting a significant decrease.	This data point was chosen because the projected decrease in performance levels combined with any instructional loss due to school closures, makes a decrease of this magnitude unacceptable and in need of immediate attention.	Blended Learning
	According to Power BI, the projected 2020 FSA Mathematics Proficiency for 5th grade was 66% which was 16 percentage points lower than results of the 2019 Grade 5 Mathematics Proficiency	This data point was chosen because the projected decrease in performance levels combined with any instructional loss due to school closures, makes a decrease of this magnitude unacceptable	Data-Driven Instruction

	of 82%, denoting a significant decrease.	and in need of immediate attention.	

Essential Practice for Significantly Decreased Data Findings (Primary)

Blended Learning

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.

<u>*Sustained Essential Practice*</u>

    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.

<u>*Primary Essential Practice*</u>

    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.

<u>*Secondary Essential Practice*</u>

    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.

<p style="text-align:center;color:red;">SCHOOL CULTURE</p>

Sustained Essential Practice

Leadership Visibility and Accessibility

Primary Essential Practice

Consistent Protocols to Maintain a Clean and Welcoming School Environment

Secondary Essential Practice

Social and Emotional Learning (SEL)

Sustained Essential Practice

Collaborative Data Chats

Primary Essential Practice

Blended Learning

Secondary Essential Practice

Checks for Understanding

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.

<u>Competency 3: Developing Others</u> *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.

<u>Competency 4: Engages the Team</u> *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 leadership team's current reality regarding Commitment to Students is at a high level and there is a focus on students' personal and academic success. The team has a strong focus on pursuing students' learning despite obstacles.

As evidenced by:

Results from the 2019-2020 Data Map on Power BI show that 65% of staff collaborate with department/grade level members to improve student outcomes on a weekly basis. In addition, the student 2019-2020 climate survey show that 64% students strongly agree that adults at their school care about them as individuals.

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

The leadership team will continue to relentlessly pursue the implementation of what is right for our students by supporting decisions and policies to improve student instruction and advance learning for all students.

Competency 2: Focusing on Sustainable Results

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

The leadership team's current reality is strong on maintaining student progress to meet and raise goals to reach a high standard of performance despite barriers.

As evidenced by:

Results from the 2019-2020 Data Map on Power BI show that 95% of staff agreed that the school-wide data showing the school's progress in the School Improvement Process was shared. In addition, 84% of teachers use data all the time to ensure students receive appropriate remediation or enrichment.

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

The school's leadership team will continue to plan and implement a course of action and validate it by regularly tracking progress through collaborative data chats.

Competency 3: Developing Others

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

The leadership team's current reality on Developing Others is strong and ensures others obtain the experiences and training needed to develop new skills and levels of capability.

As evidenced by:

Results from the 2019-2020 Data Map on PowerBi show that 71% of staff is supported by teacher leaders whether it be instructional coaches, department/grade level chairs, lead teachers, or mentors on a weekly as evidenced by constructive conversations during Professional Learning Communities (PLC's) and in-house Professional Development sessions.

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

The leadership team recognizes that change is constant. Therefore, opportunities for training and experiences are necessary for growth and feedback will allow for each teacher to collaborate and self-reflect.

Competency 4: Engages the Team

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

The leadership team at our school engages all stakeholders, promoting morale, communicating a shared vision, and providing explicit directions, ensuring that the staff is aware of expectations and the attainable goals.

As evidenced by:

Results from the 2019-2020 Data Map on Power BI show that 90% of our staff agreed that professional learning opportunities on Non-Opt days were designed to meet their instructional needs as evidenced by the Professional Learning Communities (PLC), in-house Professional Development (PD), common planning, and our teacher retention data. In addition, 84% of the staff agreed that they actively participate in establishing the implementation steps for the School Improvement Process.

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

The leadership team will use this competency in the school improvement process by reflecting on the current practices and incorporating team building activities whether it be in a brick and mortar setting or digitally.

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

Leadership Visibility and Accessibility

Priority Actions for the Sustained Essential Practice

The actions necessary to ensure Leadership Visibility and Accessibility continues will be to go on with walk-throughs, be visible during the switching of classes, maintain an open door policy, and make morning announcements all while keeping a safe distance of at least 6 feet away and wearing a mask and/or a protective shield.

Primary Essential Practice

Consistent Protocols to Maintain a Clean and Welcoming School Environment

Priority Actions for the Primary Essential Practice

In order to Maintain a Clean and Welcoming School Environment, Consistent Protocols will be necessary to promote a healthy environment. Administration, faculty and staff must come together in an effort to ensure our classrooms, bathrooms, and work areas are sanitized for the well-being of ALL stakeholders.

Secondary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions to Enhance the Secondary Essential Practice

In order to improve effectiveness and create sustainability with Social and Emotional Learning (SEL), teachers will continue with the implementation of the Values Matter initiative and implement Mindfulness activities. Students as well as faculty and staff will apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

ACADEMIC PROGRAMS

Sustained Essential Practice

Collaborative Data Chats

Priority Actions for the Sustained Essential Practice

The actions necessary to ensure collaborative data chats remain constant this year will be the continued use of scheduled collaborative data chats between teachers and students, between administrative team and teachers, and between grade levels to ensure virtually unstoppable learning.

Primary Essential Practice

Blended Learning

Priority Actions for the Primary Essential Practice

Due to the COVID-19 pandemic, classes will begin remotely with the hope of returning to the school house in the near future. The MSO platform will be used to accommodate for online learning as well as compliment instruction when learning returns to the schoolhouse thus implementing Blended Learning. To accomplish this with fidelity, continual professional development will be offered to teachers so that learning can be maximized.

Secondary Essential Practice

Checks for Understanding

Priority Actions to Enhance the Secondary Essential Practice

Checks for understanding will be a vital component during distance learning. The use of online tutors and teacher-created break-out rooms will be instrumental to maximize 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 practice of Leadership Visibility and Accessibility, then staff will see effective and observable leadership skills. If we successfully implement our primary essential practice of Consistent Protocols to Maintain a Clean and Welcoming School Environment, then the overall school will be safe and clean to welcome all in the building. If we successfully implement our secondary essential practice of Social and Emotional Learning (SEL), then students will feel engaged in their learning thus maximizing their academic achievement.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement our sustained practice of Collaborative Data Chats, then student achievement will be virtually unstoppable as higher goals are set and attained. If we successfully implement our primary essential practice of Blended Learning, then personalized learning will increase student engagement, thus raising student achievement. If we successfully implement our secondary essential practice of Checks for Understanding, then the needs of the students will be met thus making learning gains unstoppable.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

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

The professional development should include a summary of the:

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

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

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

Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic	Process Description	Activity Lead
(08/20/20) AM-PM	*What topic will be shared?* - *Data and Systems Review Summary* - *School Leadership Core Competency Course Reflections* - *Sustained Essential Practice*	What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?

	• *Primary & Secondary Essential Practice Selections* • *Priority Actions* • *Outcome Statements*		
8/27/20 8:00 am - 8:30 am	Welcome and introduction.	The principal will welcome everyone to the start of the 2020 - 2021 school year via the Zoom platform and set the stage.	Moraima Almeida-Perez, Principal
8/27/20 8:30 am - 9:30 am	School accountability, data maps, and the School Improvement Process.	Data map files will be shared via One Drive. The Synergy Team will use a PowerPoint to disseminate information used to draft the School Improvement Process (SIP) and ask for input/feedback for the SIP.	Patricia Cruz-Lopez, Beatriz Diez-Rodriguez, Melissa Estevez, and Veronica Hernandez.
8/27/20 9:30 am - 11:30 am	Cambridge updates. Monitoring Student Performance. Communicating + Caring = A+ Distance Learning Environment.	This session will empower educators to develop and implement a framework for effective practices that will lead to a school culture of success.	Enriqueta Quindemil. Tania Vega and Angel Silva, Assistant Principals. Patricia Cruz-Lopez, Beatriz Diez-Rodriguez, and Veronica Hernandez.
8/27/20 12:30 pm - 2:00 pm	Getting "IT" in the Blended Learning Classroom. Responsible Digital Connections.	The latest instructional strategies, innovative teaching techniques, technologies, methodologies, and/or new instructional materials needed to implement effective instruction will be shared with stakeholders.	Patricia Cruz-Lopez, Beatriz Diez-Rodriguez, and Veronica Hernandez. Patricia Cruz-Lopez and Beatriz Diez-Rodriguez.
8/27/20 2:00 pm - 2:30 pm	Mindfulness Strategies to Support Social Emotional Learning	As a result of this session, teachers will be equipped with current methodologies and innovative teaching techniques.	Patricia Cruz-Lopez, Beatriz Diez-Rodriguez, Melissa Estevez, and Veronica Hernandez.
8/27/20 2:30 pm - 3:00 pm	Mindfulness Strategies to Support Social Emotional Learning	The importance of positive characteristics needed to create a positive culture/climate will be demonstrated through Mindfulness training.	Beatriz Diez-Rodriguez and Veronica Hernandez