MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

4071 Agenoria S. Paschal/Olinda Elementary

Principal (Last Name, First Name)

Scott, Cisely

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

Nixon, Kendric

MTSS Coordinator (Last Name, First Name)

Nixon, Kendric

Demographic Overview

Student enrollment at Agenoria S. Paschal Olinda Elementary is 364. The student membership is as follows: 92% African American and 8% Hispanic. Ninety-eight percent of the students receive free or reduced lunch. During the 2019-2020 school year, 25% of the student population had 0-5 days absent. The average teacher student ratio in the primary grades is 1:19 and 1:22 for the intermediate grades. The Special Education Program at Agenoria S. Paschal/Olinda Elementary includes a pull-out SLD program, a gifted resource program, and a cluster of Autistic classes. Approximately 18% of the student population receives transportation provided by the district. The majority of the students walk to school or are transported by private cars or buses. Agenoria S. Paschal/Olinda's faculty consists of two administrators, 14 classroom teachers, 15 special education teachers, four special area teachers, eight paraprofessionals, one counselor and one speech pathologist. The teaching staff is diverse in ethnicity, gender and number of years teaching.

Current School Status

a. Provide the School's Mission Statement

Agenoria S. Paschal/Olinda Elementary School's mission is to provide a multifaceted educational environment to all stakeholders through the delivery of data driven curriculum. Programs are designed to develop family literacy, lifelong learning and cultural sensitivity to enhance the educational progress of the school's community and its children. Professional and self-development opportunities will promote teacher proficiency. The authentic involvement of all members of the Educational Excellence School Advisory Council (EESAC) will ensure that all stakeholders are represented in the planning and implementation of the School Improvement Plan. This coordinated effort is intended to raise the expectations of student achievement, teacher performance, and community involvement.

b. Provide the School's Vision Statement

We at Agenoria S. Paschal/Olinda Elementary School believe that all students can and will learn. We believe that all students will reach their highest potential through the integration of curriculum, high expectations and family literacy. This belief is founded upon the fact that Agenoria S. Paschal/Olinda Elementary School has created a positive, peaceful and nurturing learning environment. This environment is not only conducive to high student performance, but also attracts and empowers the efforts of all stakeholders, including staff, parents and other community members.

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.

Agenoria S. Paschal/Olinda Elementary School is located at 5536 NW 21st Avenue, Miami, Florida. The school serves students in pre-kindergarten through fifth grade. The neighborhood surrounding this school is an urban community comprised of private homes, apartments, low-income housing, schools and businesses. The Caleb Center, which is

located across the street, contains many community service agencies, as well as the Model City Branch of the Miami-Dade Public Library. The programs offered at Agenoria S. Paschal/Olinda Elementary School include a Special Education program which includes an inclusion model, push-in SLD program (when deemed the Least Restrictive Environment), a gifted resource program, and nine Autistic classes.

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) contributed most to the data findings?
Significantly Improved Data Findings	The 2018 - 2019 School Climate Survey results indicated that 5% of students strongly agreed with the statement: "Students in my school usually follow the rules". The 2019 - 2020 School Climate Survey results indicate 11% of students strongly agree with the statement: "Students in my school usually follow the rules". This is a 6 percentage point increase.	This data finding was selected as being most impactful because students have acknowledged that there has been a change in how rules are addressed and reinforced during the school day. This increases learning opportunities because there are fewer distractions in the learning environment.	Positive Behavior Support (PBS)
	The 2018 - 2019 School Climate Survey results indicated that 28% of the staff strongly agreed with the statement: "At my school I feel safe and secure". The 2019 - 2020 School Climate Survey results indicated 45% of staff strongly agreed with the statement: "I feel safe and secure at my school". This is a 17 percentage point increase.	This data finding was selected as being most impactful because the staff is able to express a greater sense of security and can focus on solving work related issues.	Consistent Protocols to Maintain a Healthy and Safe School Environment
	The 2018 - 2019 School Climate Survey results indicated that 22% of staff strongly agreed with the statement: "My Principal treats me with respect". The 2019 - 2020 School Climate Survey results indicated that 34% of the staff strongly agreed with the statement: "My Principal treats me with respect". This is a 12 percentage point increase.	This data finding was selected as being most impactful because the teachers and staff feel that they are treated appropriately and are able to fulfill the vision and mission of the school.	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	The 2019 - 2020 School Climate Survey results indicated that 11% of the staff agreed with the statement: "I feel there is a school violence problem". The percentage point was unchanged when compared to 2018 - 2019 School Climate Survey results.	This data finding was selected because there were no additional incidents of violence that negatively impacted the learning environment.	Character Education/Values Matter
	The 2019 - 2020 School Climate Survey results indicated that 7% of the staff agreed with the statement: "I feel there is student substance abuse problem". The percentage point was unchanged when compared to 2018 - 2019 School Climate Survey results.	This data finding was selected because the prevalence of substance abuse by students did not significantly impacting instruction.	Positive Behavior Support (PBS)
	The 2019 - 2020 School Climate Survey results indicated that 14% of the staff strongly agreed with the statement: " I feel satisfied concerning my career at this school". The percentage point was unchanged when compared to 2018 - 2019 School Climate Survey results.	This data finding was selected as being most impactful because it reflects that teacher retention is steady and they feel responsible for the success of the school.	Shared Leadership

Essential Practice for Neutral Data Findings (Secondary)

Shared Leadership

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 indicated that 64% of students strongly agreed with the statement: "My teacher makes me want to learn". The 2019 - 2020 School Climate Survey results indicated that 43% of students strongly agreed with the statement: "My teachers make me want to learn". This is a 21 percentage point decrease.	This data finding was selected as being most impactful because it reflects the attitudes of the students. If they are disinterested in learning the school's attendance percentage will be lower than the District average. We are implementing attendance initiatives to improve student interest and attendance in school.	Attendance Initiatives
	The 2018 - 2019 School Climate Survey results indicated that 6% of teachers strongly agreed with the statement: "Students come prepared academically to my class". The 2019 - 2020 School Climate Survey results indicated that 3% of the teachers strongly agreed with the statement: "Students come prepared academically to my class". This is a 3 percentage point decrease.	This data finding was selected as being most impactful because it highlights perceived academic ability and informs systematic teacher accountability. Given the challenges faced by our students it imperative that faculty, staff, and students all engage this new school year with a growth mindset.	Promoting Growth Mindset
	The 2018 - 2019 School Climate Survey results indicated that 17% of the staff strongly agreed with the statement: "I feel staff morale is high at my school". The 2019 - 2020 School Climate Survey results indicated that 3% of the staff strongly agreed with the statement: " I	This data finding was selected as being the most impactful because it is 14 percentage points less than the previous year. As we work on a shared vision/mission the goal is to strengthen	Shared Vision/Mission

	feel staff morale is high at my school." This is a 14 percentage point decrease.	morale and improve the educational experience for all stakeholders.	

Essential Practice for Significantly Decreased Data Findings (Primary)

Shared Vision/Mission

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	The 2017 - 2018 FSA results for our ELA L25 indicated that 34% of our students were proficient. The 2018 -2019 FSA results indicated that 55% of our ELA L25 students were proficient. We were able to increase the proficiency of our ELA L25 population through meaningful integration of intervention resources by 21 percentage points.	This data finding was most impactful because it demonstrates the success of our intervention programs with students that have historically performed below grade level.	Interventions/RtI
	The 2017 -2018 FSA results for our Math L25 indicated that 59% of our students were proficient. The 2018 - 2019 FSA Math L25 results indicated that 63% of our students were proficient. We were able to increase the proficiency of our Math L25 population through meaningful integration of technology resources by 4 percentage points.	This data finding was most impactful because it demonstrates the success of our intervention programs with students that have historically performed below grade level.	Interventions/RtI
	The 2019 - 2020 i-Ready Tier 1 Grade 3 ELA AP1 results indicated 13% of the students were proficient. The 2019 - 2020 i-Ready Tier 1 AP2 results indicated 35% of the student Tier 1 Grade 3 ELA students were proficient. We were able to increase the diagnostic results for the Grade 3 ELA students from AP1 to AP2. The Tier 1 performance increased by 22 percentage points.	This data finding was most impactful because this cohort of students were able to make critical gains upon the return of their math instructor. This particular teacher managed to utilize resources effectively.	Effective Curriculum and Resource Utilization

Essential Practice for Significantly Improved Data Findings (Sustained)

Interventions/RtI

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	According to the Academic Programs tab, the Math i-Ready Tier 2	This data finding was	Technology

Data Findings	results for AP2 during the 2019 - 2020 school year were unchanged school wide. When compared to the 2018 - 2019 school year.	most impactful because greater efforts were made to emphasize and integrate technology into the classroom.	Integration
	The 2019 - 2020 i-Ready Tier 1 Grade 4 ELA AP1 results indicated 16% of the students were proficient. The 2019 - 2020 i-Ready Tier 1 AP2 results indicated 18% of the student Tier 1 Grade 4 ELA students were proficient. We were able to increase the diagnostic results for the Grade 4 ELA students from AP1 to AP2. The Tier 1 performance increased by 2 percentage points.	This data finding reflects minimal change because the emphasis was on standards-aligned instruction.	Standards-Aligned Instruction
	The 2019 - 2020 i-Ready Tier 1 Grade 3 Math AP1 results indicated 6% of the students were proficient. The 2019 - 2020 i-Ready Tier 1 Grade 3 Math AP2 results indicated 10% of the students were proficient. We were able to increase the diagnostic results for the Grade 3 Math students from AP1 to AP2. The Tier 1 performance increased by 4 percentage points.	This data finding reflects minimal change because the emphasis was on standards-aligned instruction.	Standards-Aligned Instruction

Essential Practice for Neutral Data Findings (Secondary)

Technology Integration

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 Academic Programs tab, the proficiency scores for our students taking the FCAT 2.0 Science for the 2018 - 2019 school year decreased by 8 percentage points from the previous school year 2017 - 2018.	Students in our school failed to demonstrate a greater level comprehension for grade level content as well as reading proficiency. Both of these concerns could be alleviated with standard-aligned instuction.	Standards-Aligned Instruction
	According to the Academic Programs tab, the learning gains for our students taking the FSA in the subject of ELA for the 2018 - 2019 school year decreased by 3 percentage points from the previous school year 2017 - 2018.	Students in our school tend to perform several grade levels below the grade level assessment. This issue will begin to be resolved with community stakeholders understanding the need to for technology integration.	Technology Integration
	According to the Academic Programs tab, for the 4th nine weeks of the 2019 - 2020 school year, the number of Math lessons in i-Ready over the duration of a month decreased from 4.5 lessons to 2.8 lessons. This is a 1.7 decrease in lessons completed from the 3rd nine weeks of school.	Students in our school live in communities that have a digital divide. By assisting with resources and technology integration students will be better equipped to successfully navigate the technology component of their educational experience.	Technology Integration

Essential Practice for Significantly Decreased Data Findings (Primary)

Technology Integration

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

Shared Vision/Mission

Secondary Essential Practice

Shared Leadership

ACADEMIC PROGRAMS

Sustained Essential Practice

Interventions/RtI

Primary Essential Practice

Technology Integration

Secondary Essential Practice

Technology Integration

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.

<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 School Leadership Team's current reality regarding commitment to students encompasses the whole child. The focus of the school is to support all students' academic, behavior, emotional and social needs.

As evidenced by:

It is evidenced by students demonstrating early warning signs and a limited system of interventions to alleviate unproductive behaviors that hinder academic achievement.

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

The leadership team will develop a clear plan of action that outlines procedures for minor and major infractions as it relates to discipline. In addition, the school will establish an attendance contract. These plans will be shared with 100% of the faculty during opening of school meeting. Our school believes that, despite the barriers faced by students, they can and will learn when teachers show they care with a consistent response to infractions.

Competency 2: Focusing on Sustainable Results

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

The School Leadership Team's current reality regarding focusing on sustainable results is to regularly track student data and review it with teachers, students, and stakeholders throughout the school year to determine if school-wide goals are being met. Adjustments to the instruction are made, if necessary, after data is reviewed to improve academic goals.

As evidenced by:

Instructional coaches meet on a weekly basis with teachers to review data. Administrators conduct data chats with teachers during collaborative planning to review formative assessments and all content assessments to ensure academic goals are being met or to develop strategies for improvement.

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 SIP by prioritizing and tracking the progress of student data and conducting ongoing data chats between teachers and students In addition, the

school leadership team will train teachers to successfully analyze data to improve practice and modify instructional plan and delivery as needed.

Competency 3: Developing Others

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

The School Leadership Team's current reality regarding developing others, is that there are limited opportunities for faculty and/or staff members to take leadership roles within the building .

As evidenced by:

It is evidenced by a limited number of faculty and staff members taking the lead on activities throughout the school.

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

The leadership team will identify leadership qualities in the faculty and staff. These individuals will be empowered to share best practices at faculty meetings or during professional development sessions.

Competency 4: Engages the Team

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

The School Leadership Team's current reality regarding engaging the team, is that all stakeholders are not involved in the process of decision making such as faculty meetings and curriculum spotlight.

As evidenced by:

It is evidenced by the lack of presence and participation by key stakeholders in school events.

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

The leadership team has developed a survey to find out the staff's interests/strengths/skills. Key faculty members will be empowered to share best practices or lead lesson studies, PLCs, or professional development sessions.

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

The administrative team will provide opportunities for faculty and staff to provide feedback concerning systems during collaborative planning and faculty/staff meetings.

Primary Essential Practice

Shared Vision/Mission

Priority Actions for the Primary Essential Practice

The administrative team will develop and implement professional development to address school culture. The goal of this endeavor is to create a shared ethos and reflect on our collective progress throughout the school year.

Secondary Essential Practice

Shared Leadership

Priority Actions to Enhance the Secondary Essential Practice

The leadership team has developed a skills inventory to determine the staff's skills and abilities. These key faculty members will be empowered to share best practices or lead lesson studies, PLCs or professional development sessions.

ACADEMIC PROGRAMS

Sustained Essential Practice

Interventions/RtI

Priority Actions for the Sustained Essential Practice

Identify under performing students and initiate academic protocols at the beginning of the school year.

Primary Essential Practice

Technology Integration

Priority Actions for the Primary Essential Practice

The mathematics transformation coach will facilitate ongoing support with the new virtual school platform to ensure sustainable instruction is taking place online.

Secondary Essential Practice

Technology Integration

Priority Actions to Enhance the Secondary Essential Practice

The reading transformation coach will facilitate ongoing support with the new virtual school platform to ensure sustainable instruction is taking place online.

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 effectively execute and monitor the practices of empowering teachers, shared mission/vision, and shared leadership, then the results of the School Climate Survey for the 2020 - 2021 school year, completed by teachers, will increase significantly.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we effectively implement the practices of Rti/Intervention and technology integration, then our students should experience minimal academic regression throughout the school year.

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 (08/20/20) AM-PM	Phase I Topic *What topic will be shared?* - *Data and Systems Review Summary* - *School Leadership Core Competency Course Reflections* - *Sustained Essential Practice* - *Primary & Secondary Essential Practice Selections* - *Priority Actions* - *Outcome Statements*	**Process Description** What process/protocol will be used to share the topic and garner feedback from all stakeholders?	**Activity Lead** Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
08/20/20 AM	Data and Systems Review Summary	A gallery walk highlighting the School Climate survey results will be utilized to garner feedback from all stakeholders.	Assistant Principal
08/20/20 AM	Primary Essential Practice (Culture)	Barriers or Bridges: A Matter of Perspective and Attitude will be utilized to address parental involvement to garner feedback from all stakeholders.	Teacher Leader
08/20/20 AM	Primary Essential Practice (Culture)	A Change in Practice will be utilized to establish consistent discipline and restorative justice to garner feedback from all stakeholders.	Guidance counselor
08/20/20 PM	Primary Essential Practice (Culture)	Block Party will be utilized to review research based opinions on establishing school norms to garner feedback from all stakeholders.	Assistant Principal
08/20/20 PM	Outcome Statements	Consultancy Protocol will be utilized to address the challenges of integrating technology into the virtual learning experience to garner feedback from all stakeholders.	Transformation coaches (Reading/Math)
08/20/20 PM	Outcome Statements	Affinity mapping will be utilized to address our outcome statements to garner feedback from all stakeholder.	Assistant Principal