

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

6301 - John F Kennedy Middle School

Principal (Last Name, First Name)

Costa - Devito, Alicia

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

Taylor, Pamela; Jenkins, Peter

MTSS Coordinator (Last Name, First Name)

Gardner, Jeffrey

Demographic Overview

John F. Kennedy is a middle school located in North Miami Beach. We currently have 1110 students who attend JFK. We are a Title 1 School and approximately 90% of our students receive free and reduced lunch.

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

It is the mission of John F. Kennedy Middle School staff, students, parents and community to create an instructional environment which enhances individual achievement while promoting the development of responsible citizens who can efficiently access knowledge, critically assess problems and creatively seek solutions.

b. Provide the School's Vision Statement

With new purpose and direction, we embark on an educational journey that focuses on increasing student achievement via implementation of curricular innovation while providing educational excellence for all.

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.**

John F. Kennedy Middle School is located in the city of North Miami Beach. As a traditional middle school that includes a magnet program, we attract students from different areas of Miami, including but not limited to the local community. Our school offers a variety of programs including the Biomedical, Agriculture and Technology (BEAT) Magnet funded in 2000, the Science, Technology, Engineering, and Math (STEM) program and the Cambridge Secondary 1. Our BEAT program has been nationally recognized with the National Magnet School of Excellence Award only given to the 5% of magnet schools nationwide. In our STEM programs our student become proficient in programming and working with JavaScript and Processing JS among other skills. Our Cambridge 1 program combines a rigorous curriculum with support for teachers to develop in their students advanced academic skills in English, mathematics, and Science.

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

Phase I: Data Analysis (July 15 – August 14, 2020)

Phase I of the School Improvement Process will begin at the 2020 Synergy Summer Institute. The School Leadership Team (SLT) will participate in a Strategic Planning Course to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year.

After Synergy the SLT will continue the completion of Phase I by reflecting on the current practices and processes contributing to the data results during a Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school's continuous improvement process. The SLT will develop overarching Outcome Statements for the 2020-2021 school year.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school's plan will address, and be aligned to, the school's unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture and Academic Programs Data Map via Power BI: SIP Dashboard
- School Culture Data and Systems Review Organizer
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

Phase I

Data Analysis

Analyze - Reflect - Identify

Phase I will be completed during the 2020 Synergy Summer Institute.

July 15 - August 14, 2020

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

Through data disaggregation, reflection and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2020-2021 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*
- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2020-2021 Opening of Schools*

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will access and review all 2019-2020 data points provided on the SIP Dashboard located on Power BI. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

Data and Systems Review

1. SLTs will analyze the School Culture and Academic Programs Data on the SIP Dashboard (i.e. student level data and teacher level data) and discuss findings.
2. Within the Data and Systems Review Organizer, classify data findings into the second column titled:

“Data Findings & Area” based on their appropriate rating (input no more than three data points for each rating):

- **Significantly Improved Data Findings:** Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school’s overall success.
 - **Neutral Data Findings:** Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school’s overall performance.
 - **Significantly Decreased Data Findings:** Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.
3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled “Rationale for Selection of Data” for School Culture and Academic Programs.
 4. Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled “Connected Essential Practices”. Input no more than three Essential Practices for each data finding (only one per each data finding is required).

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school’s performance.

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
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Significantly Improved Data Findings	According to the School Climate Survey results, teachers receiving guidance in using data to plan weekly instruction improved from 23% in 2018-2019 to 33% in 2019-2020. This indicates a 10 percentage point increase.	This data point is impactful because guidance and support contribute to a more positive school culture.	Collaborative Spaces Communicate With Stakeholders Empower Teachers And Staff
	According to the School Climate Survey results, the percentage of teachers reporting that the Principal represents the school in a positive manner improved from 32% to 42%, an increase of 10% from 2018-2019 to 2019-2020.	As the leader of the school, the Principal has the ability to truly affect the school culture and morale. This is a foundational component which provides a building block for others to follow suit.	Empower Teachers And Staff Leadership Visibility and Accessibility Promoting Growth Mindset
	The percentage of teachers who agree and strongly agree that the teacher evaluation is utilized to improve teacher performance significantly improved from 36% in 2018-2019 to 54% in 2019-2020 according to the School Culture Climate Survey Results. This indicates an increase of 18 percentage points.	Teachers understanding the value and purpose of the IPEGS evaluation system is vital in order for teachers to be receptive to feedback, strategies and support from administrative walkthroughs and observations.	Empower Teachers And Staff Leadership Visibility and Accessibility Shared Leadership

Essential Practice for Significantly Improved Data Findings (Sustained)

Leadership Visibility and Accessibility

Data Rating	Data Findings & Area	Rationale for Selection of Data	Connected Essential Practices
	Be specific in defining each data element below.	Why was this data finding selected as being most impactful?	

			Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the 2018-2019 School Climate Survey results (on PowerBI), 4% of staff strongly agreed with the statement: "I feel staff morale is high at my school." The 2019-2020 School Climate Survey results (on PowerBI) indicated 3% of teachers strongly agreed with this statement. This indicates that school morale remained neutral with little or no change from 2018-2019 to 2019-2020.	The overall morale of the school is representational of the school culture. Faculty who feel appreciated and feel that they work in a positive environment are more likely to remain at the school as well as positively contribute to the school community. Additionally, staff morale has a direct correlation to student morale and hence student conduct and behavior.	Celebrate Successes Mindfulness Empower Teachers And Staff
	According to the EWS data in PowerBI, student attendance has remained neutral within the past 3 years. The percentage of students absent 6-10 days was 21% in 2017-2018, 19% in 2018-2019, and 20% in 2019-2020. Student attendance is a strength at JFK and the data remains constant.	Learning cannot take place if students are not present. Attendance is paramount for engagement, progression, and student achievement.	Attendance Initiatives Celebrate Successes Rewards/Incentives
	According to the Climate Survey information, the faculty's perception regarding insufficient resources and funds remained consistent from the 2018-2019 school year to the 2019-2020 school year. The percentage of teachers who agree fluctuated by 4%, from 24% in 2018-2019 to 28% in 2019-2020.	Resources are one of the most necessary components of teaching. Having enough computers, books, supplies and funds are integral components in successful teaching and an area in which the leadership team needs to shift the focus.	Communicate With Stakeholders Shared Vision/Mission Empower Teachers And Staff

Essential Practice for Neutral Data Findings (Secondary)

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?
Significantly	According to the attendance data in PowerBI, the percent of staff that was	Faculty attendance is imperative to	Communicate

Decreased Data Findings	absent 0-5 days was 23% in 2018-2019 and 58% in 2019-2020. Therefore, 35% more faculty has been absent 0-5 days when comparing the 2018-2019 to 2019-2020 school years.	have successful teaching and learning in the classroom. Teachers are expected to model professional behavior, inclusive of consistent attendance, as a professional responsibility and expectation.	With Stakeholders Shared Vision/Mission Empower Teachers And Staff
	Attendance data shows that the percentage of teachers who believe students come to class prepared significantly decreased from the 2018-2019 to the 2019-2020 school year. In 2018-2019, 50% of teachers believed students come to class prepared. In 2019-2020, only 28% of teachers believed students come to class prepared, indicating a significant decrease of 22%.	Student preparedness is an expectation in order for students to be actively engaged in course activities and discussions.	Communicate With Stakeholders Promoting Growth Mindset Family Engagement
	According to the School Climate Survey the percentage of faculty who disagree that there is a school violence problem significantly decreased by 23 percentage points from the 2018-2019 school data to the 2019-2020 school data. The 2018-2019 data depicts 98% disagreeing that there is a violence problem, as compared to 75% disagreeing in 2019-2020. This data demonstrates that there is a clear depiction according to the faculty that there is a school violence problem.	This data point was selected because the faculty's perception of school safety is impactful to the school's climate and school culture.	Communicate With Stakeholders Restorative Justice Practices (RJP) Student Voice

Essential Practice for Significantly Decreased Data Findings (Primary)

Communicate With Stakeholders

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area	Rationale for Selection of Data	Connected Essential Practices
		Why was this data finding selected as being most impactful?	

	Be specific in defining each data element below.		Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	When comparing the 2019 FCAT Science data to the prior year, the percent of students scoring levels 3-5 increased from 24% to 40%, indicating a 16 percentage point increase. In addition, the percent proficient on the 2019-2020 Science MYA was 7%, five points higher than the District average of 2%.	This data finding was selected as most impactful because it demonstrates that the practice of standards-aligned instruction was effectively implemented and resulted in the greatest area of improvement for the 2019 school grade.	Standards-Aligned Instruction
	According to the 2019-2020 i-Ready Diagnostic Assessment data for mathematics, the percent of students in the lowest 35% subgroup that scored in Tier 3 decreased from 65% on AP1 to 58% on AP2, indicating a 7 percent decrease in the number of students scoring in Tier 3.	This data finding was selected as impactful because it demonstrates improvement in the lowest quartile of students, indicating a level of success in the instructional approaches. This subgroup was prioritized in reviewing the i-Ready data due to the decline in learning gains for the lowest 25% on the 2019 FSA and therefore the need to carefully monitor the progress of the lowest 35% during the 2019-2020 school year.	Data-Driven Decision Making
	According to the 2019-2020 i-Ready Diagnostic Assessment data for ELA, the percent of students scoring on or above grade level, or Tier 1, increased from 42% on AP1 to 49% on AP2, indicating a 7 percent increase in the number of students scoring in Tier 1.	This data finding was selected as impactful because it shows that the strategies used to increase the number of students performing on or above grade level in ELA were effective and therefore need to be continued for the 2020-2021 school year.	Checks for Understanding

Essential Practice for Significantly Improved Data Findings (Sustained)

Standards-Aligned Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral	According to the 2019 FSA ELA data, there was a one percentage point increase	This data point is impactful because it	Data-Driven

Data Findings	in learning gains from the prior year, as indicated by an increase from 54% in 2018 to 55% in 2019.	demonstrates that there is a stagnation in students' learning and indicates an opportunity for growth.	Instruction
	According to the 2019-2020 i-Ready Diagnostic Assessment data for mathematics, the percent of FSA level 2.2 bubble students that scored in Tier 1 increased from 9% on AP1 to 12% on AP2, indicating a 3 percent increase in the number of students scoring on or above grade level.	This data finding was selected because although slight increases are evident for the bubble students, it is not at the desired level of growth in relation to comparable Tier 1 schools.	Technology Integration
	When comparing the 2019 Civics EOC data to the prior year, the percent of students scoring levels 3-5 increased from 68% to 71%, indicating a 3 percentage point increase. Comparatively, the 2019-2020 Civics Mid-Year Assessment data indicates that JFK was performing at the district average of 58% when reviewing the average percent correct data.	This data point is impactful because although slight increases are evident, it is an opportunity for improved growth in the 2020-2021 school year.	Student Engagement

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 2019 FSA Math data, there was a 9 percentage point decrease in learning gains from the prior year, as indicated by a decrease from 49% in 2018 to 40% in 2019.	This data finding was selected because it was the greatest area of regression when reviewing 2019 FSA data and therefore the greatest opportunity for improvement.	Data-Driven Instruction Effective Curriculum and Resource Utilization Checks for Understanding
	When comparing the 2019 Algebra 1 EOC data to the prior year, the percent of students	This data finding was selected because it is highly impactful on the Acceleration component of the school grade. It is also important to note that although there was a slight increase in the average percent correct	Data-Driven Instruction

	scoring levels 3-5 decreased from 85% to 77%, indicating a 6 percentage point decrease.	on the 2019-2020 Algebra 1 Mid-Year Assessment, it is not at the desired level of growth and a greater level of growth is expected to regain the 6 percentage point loss on the 2019 Algebra 1 EOC.	Ongoing Progress Monitoring
	When comparing the AP1 and AP2 i-Ready Diagnostic data for ELA, the subgroup of FSA level 2.2 bubble students demonstrated a greater percentage scoring in Tier 3 when compared to similar Tier 1 schools and did not show a decline in Tier 3 from AP1 to AP2.	This data point is impactful because this subgroup can impact both the learning gains and achievement components of the school grade.	Data-Driven Instruction

Essential Practice for Significantly Decreased Data Findings (Primary)

Data-Driven 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

Leadership Visibility and Accessibility

Primary Essential Practice

Communicate With Stakeholders

Secondary Essential Practice

Empower Teachers And Staff

ACADEMIC PROGRAMS

Sustained Essential Practice

Standards-Aligned Instruction

Primary Essential Practice

Data-Driven Instruction

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.

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 conducts frequent walkthroughs (virtual walkthroughs of necessary of digital platforms), implements data chats, and shares best practices in order to continue our focus on student achievement. Additionally, the School's Leadership Team created a "Technology Team" to support teachers with digital platforms and creating interactive classrooms. Our commitment is level 3.

As evidenced by:

Our School Leadership Team provides various opportunities to meet the needs of all students in a strategic manner as evidenced by data chat forms, department minutes or agendas, digital platform checks, and gradebook assignments corresponding with interactive lessons and activities assigned to students.

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

The School Leadership Team will ensure that all strategies and implementation steps are designed and implemented with student achievement as a main focus while including teacher collaboration and feedback throughout all processes.

Competency 2: Focusing on Sustainable Results

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

The School Leadership Team is currently aware of student data and consistently shares data findings with all teachers. The School's Mission and Vision are understood by faculty and students. The school as a whole will focus on specific steps needed to move to the next level, an "A". We will continue to be strategic in our steps and collaboratively work together in order to ensure sustainable results and that implementation steps are implemented with fidelity. Our commitment level is a level 4.

As evidenced by:

Our School Leadership Team provides opportunities for teachers to collaborate in leadership meetings, departmental meetings, and team meetings with a focus on sustainable results. Emphasis is placed on collaborative planning that is truly effective, coinciding with continued follow-through, as well as consistency given that adequate time for true planning is a continual barrier in which we will collaboratively address.

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

The school leadership team will focus on strategic planning and follow-through with all stake holders, building capacity and integrating collaborative and inclusive ideas.

Competency 3: Developing Others

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

The administration encourages teachers to attend professional development activities and develop partnerships among themselves to create a collaborative environment with a focus on effective planning and lesson delivery. We will develop a Technology Team to support teacher and student needs on digital platforms and assist with creating and digitally delivering interactive lessons. Level 3 commitment.

As evidenced by:

Our School Leadership Team creates opportunities for building capacity and developing staff. Opportunities include collaboration during department meetings and team meetings. Teachers are encouraged to participate in professional development activities and continual improvement in the development of digital platform knowledge is fostered through collaboration with the "Tech Team."

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

Throughout the year, there will be lesson study opportunities and professional development activities that bring the faculty together. Additionally, our math coach will model and co-teach lessons and assist teachers with lesson planning and delivery. Teachers will be included in decisions in relation to the students and overall school success.

Competency 4: Engages the Team

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

The administrative team engages the team through faculty meetings, department meetings, professional development activities and on an individual basis. Leadership meetings with Department Chairs and Team Leaders occur with administration each month. The staff and administrative team share the school mission and vision, data, best practices and cross curriculum ideas. Commitment level is a 4.

As evidenced by:

Our School Leadership Team engages the team through various methods as evidenced by leadership meeting agendas, leadership meeting minutes as well as faculty meeting agendas. Department and team meeting documents, notes and agendas all serve as evidence of implementation and collaborative engagement.

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

We will reflect upon our current strategies, establish new strategies where warranted, and continue to collaborate with all stakeholders.

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 Administration will be visible and accessible to all stakeholders. Consistent walk-throughs and collaborative meetings will be ongoing in person and/or virtually.

Primary Essential Practice

Communicate With Stakeholders

Priority Actions for the Primary Essential Practice

Leadership meetings with department chairs, team leaders, and administration will continue to occur the second Friday morning each month to discuss data, share and disseminate best practices, and provide opportunities for collaboration and planning. Administrative walk-throughs will be consistent and continuous as will administrative presence at team and department meetings. An Ms. Devito, Ms. Taylor, and Dr. Jenkins will collaborate with the PTA and attend PTA planned meetings as well as EESAC either in person , if we pivot to in person or remain utilizing video conferencing platforms.

Secondary Essential Practice

Empower Teachers And Staff

Priority Actions to Enhance the Secondary Essential Practice

We will continue to build capacity with the faculty and staff by consistently providing opportunities to collaborate, plan and implement strategies and initiatives which benefit the school community.

ACADEMIC PROGRAMS

Sustained Essential Practice

Standards-Aligned Instruction

Priority Actions for the Sustained Essential Practice

To ensure standards-based instruction will continue to be a sustained practice during the 2020-2021 academic year, the school will: • Create opportunities for teachers to collaboratively plan and reflect on standards-based lessons, • Collaboratively analyze student work products to ensure alignment to standards and student mastery, and • Ensure teachers have all the necessary resources needed to implement a standards-based approach.

Primary Essential Practice

Data-Driven Instruction

Priority Actions for the Primary Essential Practice

The school will continue to use data-driven instruction as a way of improving instructional planning and delivery and will foster a data-driven culture by: • Being goal oriented and making data readily available for staff, students, and parents, • Providing staff with professional development on data analysis and data-driven decision making, • Creating opportunities for teachers to collaboratively analyze data from i-Ready, Mid-Year, and other assessments, • Ensuring data is shared and discussed with students by continuing to implement student-to-teacher data chats, and • Creating a school-wide focus on this primary practice inclusive of all stakeholders.

Secondary Essential Practice

Technology Integration

Priority Actions to Enhance the Secondary Essential Practice

Given the current reality of distance learning and the need for 21st century technology integration to deliver instruction, the school will: • Create a Technology Team to support teachers with technology integration, • Provide on-going, job-embedded professional development on the effective utilization of Zoom, Microsoft Teams, and/or additional digital platforms to deliver live online lessons, • Create opportunities for teachers to share best practices for delivering online lessons, blended learning, and/or technology integration during collaborative planning sessions, and • Reflect on the integration of technology throughout the year and make revisions accordingly.

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 leadership visibility and accessibility, our Secondary Essential Practice of empowering faculty and staff, and our Primary Essential Practice of communication with stakeholders, then we will have a more cohesive school environment and improve morale. When administration is visible and accessible, communication is prevalent and faculty is empowered. Therefore, the school culture will improve by giving all stakeholders a feeling of ownership.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If our school successfully sustains the practice of Standards-Aligned Instruction, enhances the Secondary Essential Practice of Technology Integration, and integrates the Primary Essential Practice of Data-Driven Instruction, then we expect to achieve increased learning gains and proficiency in all content areas.

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 <i>What topic will be shared?</i>	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-PM	<ul style="list-style-type: none"> • <i>Data and Systems Review Summary</i> • <i>School Leadership Core Competency Course Reflections</i> • <i>Sustained Essential Practice</i> • <i>Primary & Secondary Essential Practice Selections</i> • <i>Priority Actions</i> • <i>Outcome Statements</i> 		
August 19, 2020 10-10:30 a.m.	Data Systems review School Culture and Academic Programs. Data systems Review school summary .	Presentation to small group of Department chairs to be shared by Department chairs with Departments.	Ms. Taylor AP, Ms. Klian Math Coach, and Ms. Cabrera lead magnet teacher will present the information. The department Chairs will then share the information with their Departments and return the feedback to Ms. Taylor AP
August 19, 2020 10:30-11 p.m.	ESOL/ ESE learners	Presentation on ESOL and ESE strategies for teaching online learners. Teachers will learn best practice strategies to reach each student to help the students gain their full potential.	Ms. Argarate ESE Chair
August 19, 2020 11-12 pm	Technology- on a video conference platform .	Presenter will breakdown video conference platforms to teach all functions and aspect of the platform for instructional lessons. In addition to reviewing the aspects of synchronous (in classroom) vs asynchronous (not live) distance learning.	Ms. Klian Math Coach
August 19, 2020 1-1:30 pm	Cross Curricular Planning	Team planning and integrating STEM.	Mr. Simmons STEM Advisor
August 19, 2020	Sharing of District mandated videos and	power point information, screen sharing, and chat as feedback will serve as a platform to obtain stakeholder feedback.	Administrative team , Ms. Devito(principal)Pamela Taylor(assistant principal) Peter Jenkins (assistant principal)

1:30-3:50 pm.	training videos with all faculty.		
August 27, 2020 8:30-3:30	Sharing of District mandated videos and training videos with all faculty.	The opportunity via chat on Zoom, email , and questions and answer opportunities on Zoom will be provided.	Ms. Devito(principal)Pamela Taylor(assistant principal) Peter Jenkins (assistant principal)