

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

4921-SEMINOLE ELEMENTARY SCHOOL

Principal (Last Name, First Name)

Deleon, Mayra

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

Boynton, Terracish

MTSS Coordinator (Last Name, First Name)

Perez, Barbara

Demographic Overview

Seminole Elementary School is a Title I school in the Central Region, serving 465 students ranging in grades Kindergarten through fifth. Our student population is 97% Hispanic; 46% are English Language Learners; 6% are Students with Disabilities, and 86% receive free and reduced lunch. Seminole Elementary School has a high English Language Learners (ELL) population; therefore, the school faces the challenge of helping those students acquire the academic and language skills that will ensure their educational success. Teachers must also provide parents with the necessary tools to assist in the acquisition of language skills. All students receive computer assisted instruction utilizing iReady, MyOn, and Reflex Math. Additional tutoring assistance is provided by certified teachers. Seminole Elementary's faithful implementation of the Instructional Continuity Plan provided the necessary accommodations in a virtual environment to students with Individual Education Plans and Section 504 Plans so they continued to be successful in this new learning environment. The staff is comprised of one Principal, one Assistant Principal, 42 Instructional Staff, and 17 Non-Instructional Staff members. The school's staff is comprised of highly qualified teachers. Fifty-two percent of Seminole Elementary's instructional staff has been working at the school for over fifteen years. Seventeen percent of the faculty has been working at the school for less than four years. In 2019, Seminole Elementary was rated an A school and in 2020, received Gold STEM designation.

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

The mission of Seminole Elementary School is to create a child-centered environment which encompasses the diversity of a multicultural setting, in partnership with school, home and community. The school fosters critical thinking skills, discipline, high expectations and excellence in all academic areas using state-of-the-art technology at the point of instruction. Through a loving, caring and understanding climate, students will be encouraged to work interdependently to achieve a more just and tolerant society which rejoices in its diversity and unity. It is the belief of Seminole Elementary School that strong instructional, administrative leadership will guide students to achieve beyond their academic potential.

b. Provide the School's Vision Statement

The vision of Seminole Elementary School is to provide a climate of excellence where stakeholders are encouraged to exceed their academic potential, incorporating current technology in a diversified learning environment. We will strive to develop a community of lifelong learners in pursuit of global distinction, utilizing the talents of staff, community and special programs to formulate a foundation upon which learning depends. We believe in creating a learning environment that encourages students to develop academically, socially, and emotionally to become lifelong learners and quality contributors to our society.

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.

Seminole Elementary School serves a largely Hispanic population, with 43% of students speaking Spanish at home. A Title I school, 85% of students receive free or reduced lunch. The educational program at Seminole Elementary School focuses on building a community of learners with the belief that every child can and will realize his or her potential. During the 2020 Distance Learning period, Seminole Elementary School had no academically disengaged students. Seminole Elementary's faithful implementation of the Instructional Continuity Plan provided the necessary accommodations in a virtual environment to students with Individual Education Plans and Section 504 Plans so they continued to be successful in this new learning environment. The school follows Florida Standards, the K-12 Comprehensive Research-based Reading Plan (CRRP) and the Comprehensive Mathematics and Science Program. For students with diverse needs, the school offers special education programs and services for SLD, OHI, Autism Spectrum Disorder, Speech & Language and Gifted. The school offers an Extended Foreign Language Program (EFL) to students who are interested in becoming bilingual/bi-literate, as well as, academic support for English Language Learners (ELL). We house three Title I Pre-kindergarten classes that support the Early Childhood Initiative Foundation.

Are you a Title I School?

yes

Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

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

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

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

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

Phase I includes:

- Data and Systems Review
- School Culture and Academic Programs Data Map via Power BI: SIP Dashboard
- School Culture Data and Systems Review Organizer
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies

- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

Phase I

Data Analysis

Analyze - Reflect - Identify

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

July 15 - August 14, 2020

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

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

Phase I will conclude with each school:

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

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

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

Data and Systems Review

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

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

- **Significantly Improved Data Findings:** Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school’s overall success.
- **Neutral Data Findings:** Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school’s overall performance.
- **Significantly Decreased Data Findings:** Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.

3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled “Rationale for Selection of Data” for School Culture and Academic Programs.
4. Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled “Connected Essential Practices”. Input no more than three Essential Practices for each data finding (only one per each data finding is required).

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

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	The 2019-2020 School Climate Survey results (on PowerBI) indicated 57% of staff strongly agreed with the statement “Administrators solve problems effectively.” The 2018-2019 School Climate Survey (on PowerBI) indicated 53% agreed with the statement. This is a 4 percentage point increase.	This data finding is impactful because teachers indicated administrators are effective and committed to addressing teacher problems.	Leadership Visibility and Accessibility
	The 2019-2020 School Climate Survey results (on PowerBI) indicated 67% of staff strongly agreed with the statement that “The overall climate is positive and helps students learn.” The 2018-2019 School Climate Survey (on PowerBI) indicated	This data finding is impactful because 67% of the teachers strongly agreed a positive learning environment fostered student achievement.	Leadership Visibility and Accessibility

	44% strongly agreed with the statement. This is a 23 percentage point increase.		
	The 2019-2020 School Climate Survey results (on PowerBI) indicated 47% of staff strongly agreed with the statement “I feel satisfied concerning my career at this school.” The 2018-2019 School Climate Survey (on PowerBI) indicated 39% strongly agreed with the statement. This is a 8 percentage point increase.	This data finding is impactful because 47% of the teachers strongly agreed they felt satisfied with their careers at the school which translated into increased teacher performance and student achievement.	Shared Leadership

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 2019-2020 School Climate Survey results (on PowerBI) indicated 100% of staff strongly agreed with the statement “The school building is kept clean and in good condition.” The 2018-2019 School Climate Survey (on PowerBI) indicated 100% strongly agreed with the statement. These results show no percentage increase or decrease.	This data finding is impactful because a clean learning environment is conducive to increased academic performance.	Shared Vision/Mission
	The 2019-2020 School Climate Survey results (on PowerBI) indicated 77% of staff strongly agreed with the statement “I feel my ideas are listened to and considered.” The 2018-2019 School Climate Survey (on PowerBI) indicated 78% strongly agreed with the statement. This is a 1 percentage point decrease.	This data is impactful because shared leadership creates teacher buy-in and improves teacher performance.	Shared Vision/Mission
	The 2019-2020 School Climate Survey results (on PowerBI) indicated 90% of staff strongly agreed with the statement “School personnel work together as a team.” The 2018-2019 School Climate Survey (on PowerBI) indicated 91% strongly agreed with the statement. This is a 1 percentage point decrease.	This data is impactful because collaboration yields higher student achievement.	Shared Leadership

Essential Practice for Neutral Data Findings (Secondary)

Shared Vision/Mission

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 2019-2020 School Climate Survey results (on PowerBI) indicated 57% of staff strongly agreed with the statement “Students come prepared academically to my class.” The 2018-2019 School Climate Survey (on PowerBI) indicated 67% strongly agreed with the statement. This is a 10 percentage point decrease.	This data is impactful because students are not demonstrating grade level skills mastery upon entering the next grade.	Effective Use of School and District Support Personnel
	The 2019-2020 School Climate Survey results (on PowerBI) indicated 63% of staff strongly agreed with the statement “I frequently feel overloaded and overwhelmed at my job.” The 2018-2019 School Climate Survey (on PowerBI) indicated 53% strongly agreed with the statement. This is a 10 percentage point decrease in job satisfaction.	This data is impactful because teacher satisfaction is directly linked to student achievement.	Celebrate Successes
	The 2019-2020 Data Map (on PowerBI) indicates category "10.5 or more staff absences" was 46% compared to 35% in 2018-2019. This is an 11 percentage point increase.	This data is impactful because missed instructional time negatively affects student achievement.	Attendance Initiatives

Essential Practice for Significantly Decreased Data Findings (Primary)

Celebrate Successes

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the Academic Programs tab (on Power BI), the 2020 predicted Science Statewide Assessment Proficiency is 66% as compared to the 2019 District Science Statewide Assessment Proficiency of 59%. This is an 7 percentage point increase in Science Statewide Assessment Proficiency.	This data is impactful because it indicates that teachers are providing sound instruction in Science and the successful implementation of STEM program.	Academic Vocabulary Instruction
	According to the Academic Programs tab (on Power BI), the 2019 FSA Math Proficiency is 74%. According to the Academic Programs tab (on Power BI), the 2019 District FSA Math Proficiency is 62%. This is a 12 percentage point increase.	This data is impactful because it indicates that teachers are providing sound instruction in Mathematics and the successful implementation of differentiating instruction to	Differentiated Instruction

		address specific needs of the students.	
	According to the Academic Programs tab (on Power BI), the 2019 FSA Math and Reading Learning Gains are 75%. According to the Academic Programs tab (on Power BI), According to the Academic Programs tab (on Power BI), the 2019 Tier I FSA Math and Reading Learning Gains are 48%. This is a 27 percentage point increase.	This data is impactful because it indicates that teachers are providing sound instruction in Reading in Mathematics and implementing differentiating instruction with fidelity to address the specific needs of the students.	Differentiated Instruction

Essential Practice for Significantly Improved Data Findings (Sustained)

Differentiated Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the Academic Programs tab (on Power BI), the 2019 Grade 3 FSA ELA Proficiency was 71% as compared to 71% predicted proficiency 2020 FSA ELA, indicating no change in proficiency.	This data is impactful because it is predicted that our students will perform at the same rate academically compared to the students of 2019.	21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)
	According to the Academic Programs tab (on Power BI), the 2018 FSA ELA Proficiency is 64%, the 2019 FSA ELA Proficiency is 71%, and the predicted 2020 FSA ELA Proficiency is 68%. This is a 3 percentage point decrease.	This data is impactful because it indicates that our students' counterparts in similar settings are performing at similar rates academically.	21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)
	According to the Academic Programs tab (on Power BI), the 2019 Science Statewide Assessment Proficiency was 60%. According to the Academic Programs tab (on Power BI), the 2019 District Science Statewide Assessment Proficiency was 59%. This is a 1 percentage point increase.	This data is impactful because it indicates that our students' counterparts in similar settings are performing at similar rates academically.	Academic Vocabulary Instruction

Essential Practice for Neutral Data Findings (Secondary)

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

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 (on Power BI), the 2019 FSA Math Proficiency is 80%, as compared to the predicted 2020 FSA Math Proficiency is 69%. This is a 11 percentage point decrease.	This data is impactful because it indicates that our academic interventions must be implemented with fidelity to address academic deficiencies.	Technology Integration
	According to the Academic Programs tab (on Power BI), the 2019 Grade 5 FSA Math Proficiency is 74%. According to the Academic Programs tab (on Power BI), the 2019 Tier 1 FSA Math proficiency was 60%. This is a 5 percentage point difference, as compared to other Tier 1 schools.	This data is impactful because it indicates that our academic interventions must be implemented with fidelity to address academic deficiencies.	Technology Integration
	According to the Academic Programs tab (on Power BI), the 2019 5th FSA ELA Proficiency was 74% as compared to 2020 Grade 5 FSA ELA Predicted Proficiency of 67%. This is a 7 percent point decrease.	This data is impactful because 5th grade ELA proficiency data had a significant decrease during in 2019-2020 when compared to similar schools, which had an impact to the overall school score and grade.	Differentiated Instruction

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

Leadership Visibility and Accessibility

Primary Essential Practice

Celebrate Successes

Secondary Essential Practice

Shared Vision/Mission

ACADEMIC PROGRAMS

Sustained Essential Practice

Differentiated Instruction

Primary Essential Practice

Technology Integration

Secondary Essential Practice

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

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 Seminole Elementary School Leadership Team provides opportunities for shared decision-making leading to a positive school culture, anchored in placing student learning at the core of all educational decisions.

As evidenced by:

Our department and grade level members collaborate weekly to discuss student progress and administrators provide regular and consistent feedback to teachers to discuss how to improve student outcomes.

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

Our Sustained Essential Practice is Differentiated Instruction. We plan to utilize this practice to continue to support students and address deficiencies, which may have been compacted by the Distance Learning transition.

Competency 2: Focusing on Sustainable Results

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

The Seminole Elementary School Leadership Team takes initiatives to create change and deliver results.

As evidenced by:

Our School Leadership Team shares school-wide data to inform staff of the school's progress toward its academic and culture goals. Administrators conduct regular instructional walkthroughs to monitor instruction and student progress. Progress monitoring data is utilized throughout the school year 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.

Our Sustained Essential Practice is Leadership Visibility and Accessibility. We plan to implement communication tools that enhance constructive feedback and reinforce school-wide goals, leading to increased student performance.

Competency 3: Developing Others

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

The Seminole Elementary School Leadership Team sets positive expectations and promotes professional learning and development. School committees promote distributive leadership and school-wide academic and parental involvement initiatives.

As evidenced by:

Our School Leadership Team, teacher leaders, and grade level chairs will support teachers regularly through collaborative planning sessions, faculty meetings, and professional learning communities.

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

Our Secondary Essential Practice is Shared Vision/Mission. The Leadership Team will promote the development of others through Professional Development opportunities that will support teachers through the transition to

Distance Learning.

Competency 4: Engages the Team

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

The Seminole Elementary School Leadership Team works collaboratively toward a shared vision and empowers teachers and staff by providing experiences for all teachers to grow as leaders.

As evidenced by:

Our School Leadership Team will regularly share progress to schoolwide academic and culture goals, develop teacher knowledge and skill, and provide professional learning opportunities.

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

Our Secondary Essential Practice is 21st Century Learning, which the Leadership Team will incorporate through regular professional development opportunities as well as the sharing of best practices, in order to support teachers in the transition to Distance Learning.

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

Administration will increase leadership visibility and accessibility through enhanced feedback and communication between faculty and administration to better address teacher and student concerns.

Primary Essential Practice

Celebrate Successes

Priority Actions for the Primary Essential Practice

Administration will empower teachers and staff to foster and maximize student potential by creating protocols for honest communication, feedback, collaboration, and celebrations of progress and success.

Secondary Essential Practice

Shared Vision/Mission

Priority Actions to Enhance the Secondary Essential Practice

Administration will strengthen teacher and stakeholder cooperation through technology, parent advocacy, community engagement and teacher-led initiatives.

ACADEMIC PROGRAMS

Sustained Essential Practice

Differentiated Instruction

Priority Actions for the Sustained Essential Practice

Administration will secure additional resources and support systems to enhance the use of differentiation and data analysis in the Distance Learning setting.

Primary Essential Practice

Technology Integration

Priority Actions for the Primary Essential Practice

Administration will provide opportunities for professional learning communities focusing on the SAMR model to build a deeper understanding of content and increase student achievement.

Secondary Essential Practice

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

Priority Actions to Enhance the Secondary Essential Practice

Administration will provide opportunities for professional development and the sharing of best practices, with special focus to active digital engagement and seamless integration of technology in the learning process.

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 the sustained, primary and secondary essential practice of Leadership Visibility and Accessibility, Celebrate Successes, and Shared Vision/Mission school culture will improve.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement the sustained, primary and secondary essential practice of Differentiated Instruction, Technology Integration, and 21st Century Learning, student academic achievement will increase.

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	Phase I Topic	Process Description	Activity Lead
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of School Date	<i>What topic will be shared?</i>	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?
(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> 		
08/20/2020 8:30-9:30 AM	Data and Systems Review Summary	Data Map Review, Guiding Questions, Sharing of Findings	Mayra DeLeon, Principal
08/20/2020 9:30-10:00 AM	School Leadership Core Competency Course Reflections	Competency Analysis, School Current Reality, Reflection	Mayra DeLeon, Principal
08/20/2020 10:00-11:00 AM	Sustained Essential Practices	Discussion of Successes from 2020, Areas of Concern, Teacher Reflections, Collaboration	Terracish Boynotn, Assistant Principal
08/20/2020 12:00-1:00 PM	Primary and Secondary Essential Practices	Discussion of Successes from 2020, Areas of Concern, Teacher Reflections, Collaboration	Terracish Boynton, Assistant Principal
08/20/2020 1:00-2:00 PM	Outcome Statements	Discussion of Successes from 2020, Areas of Concern, Teacher Reflections, Collaboration	Mayra DeLeon, Principal
08/20/2020 2:00-3:00 PM	Outcome Statements	Implementation Steps, Reflections	Mayra DeLeon, Principal