

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

Crestview Elementary, 1161

**Principal (Last Name, First Name)**

Kerr, Maria

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

Fuentes, Yvette

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

Fuentes, Yvette

**Demographic Overview**

Crestview Elementary is located on 6.73 acres in Miami Gardens. Crestview Elementary is a Title I school comprised of pre-k through fifth grades. The school location places it in the Miami Norland Senior High School Feeder Pattern. The majority of our students attend Miami Norland Middle School. Crestview services approximately 300 students.

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

The mission of Crestview Elementary School is to foster academic excellence through the improvement of scientific thinking skills, hands on project based learning and accompanying technological advances. We promote respect for self and others, and an appreciation, understanding and awareness of individual differences through multicultural activities and experiences. We provide an enriching, safe and secure environment. We encourage a collaborative partnership of community, school and home.

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

Crestview seeks to have every child become an effective member of our global society through a quality education in a safe, challenging, nurturing and multicultural environment.

**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.**

Crestview Elementary is fully equipped with technology: Smart Boards and/or Promethean boards installed in every classroom, as well as desktops and laptop computers. Crestview Elementary fosters a culture consistent with the school's goals and purpose. Students are immersed in hands on experiences bringing their imagination to life through the Robotics program offered to all 3rd grade students. All students are encouraged to explore, design, and create through math, science and technology.

**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 within the norm performance. Select the data points that, if improved, could have the greatest impact on the school's overall performance.*
- ***Significantly Decreased Data Findings:*** *Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.*

3. *Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled “Rationale for Selection of Data” for School Culture and Academic Programs.*

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

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

## DATA AND SYSTEMS REVIEW ORGANIZER

### SCHOOL CULTURE

| <b>Data Rating</b>                          | <b>Data Findings &amp; Area</b><br><br>Be specific in defining each data element below.  | <b>Rationale for Selection of Data</b><br><br>Why was this data finding selected as being most impactful?            | <b>Connected Essential Practices</b><br><br>Which Essential Practice(s) contributed most to the data findings? |
|---|--|--|--|
| <b>Significantly Improved Data Findings</b> | The 2018-2019 School Climate Survey results (on PowerBI) indicated 53% of staff agreed with the statement: "Evaluations are used to improve teacher performance". The 2019-2020 School Climate Survey results (on PowerBI) indicated that 73% of students strongly agreed with the statement: "Evaluations are used to improve teacher performance". This is a 20 percentage point increase. | Evaluations establish clearly defined expectations and facilitate the implementation of best practices.              | Empower Teachers And Staff   |
|   | The 2018-2019 School Climate Survey results (on PowerBI) indicated 70% of students strongly agreed with the statement: "My teacher believes that I can succeed". The 2019-2020 School Climate Survey results (on PowerBI) indicated that 96% of students strongly agreed with the statement: "My teacher believes that I can succeed". This is a 26 percentage point increase.               | Fostering professional relationships between school staff supports effective collaboration.                          | Character Education/Values Matter  |
|   | The 2018-2019 School Climate Survey results (on PowerBI) indicated 71% of students strongly agreed with the statement: "Teachers are easy to talk to". The 2019-2020 School Climate Survey results (on PowerBI) indicated that 84% of students strongly agreed with the statement: "Teachers are easy to talk to". This is a 13 percentage point increase.                                   | Students are encouraged to come to school when mutual respect for individual differences and tolerance are promoted. | Character Education/Values Matter  |

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

Character Education/Values Matter

| <b>Data Rating</b> | <b>Data Findings &amp; Area</b> | <b>Rationale for Selection of Data</b> | <b>Connected Essential</b> |
|--------------------|---------------------------------|--|----------------------------|
|--------------------|---------------------------------|--|----------------------------|

|                              | Be specific in defining each data element below.  | Why was this data finding selected as being most impactful?  | Practices<br><br>Which Essential Practice(s) contributed most to the data findings? |
|------------------------------|---|--|---|
| <b>Neutral Data Findings</b> | The 2018-2019 School Climate Survey results (on PowerBI) indicated 76% of students strongly agreed with the statement: "I feel safe and secure at school". The 2019-2020 School Climate Survey results (on PowerBI) indicated 76% of students strongly agreed with the statement: "I feel safe and secure at school". This finding remains neutral showing a 0 percentage increase. | Providing an environment where everyone feels safe and comfortable promotes tolerance and inclusivity.                           | Inclusivity, Tolerance and Anti-Bullying  |
|                              | The 2018-2019 School Climate Survey results (on PowerBI) indicated 58% of students strongly agreed with the statement: "I like coming to school". The 2019-2020 School Climate Survey results (on PowerBI) indicated that 67% of students strongly agreed with the statement: "I like coming to school". This is a 9 percentage point increase.                                     | Students are encouraged to come to school when mutual respect for individual differences and tolerance are promoted.             | Inclusivity, Tolerance and Anti-Bullying  |
|                              | The 2018-2019 School Climate Survey results (on PowerBI) indicated 81% of students strongly agreed with the statement: "I get a good education at school". The 2019-2020 School Climate Survey results (on PowerBI) indicated that 91% of students strongly agreed with the statement: "I get a good education at school". This is a 10 percentage point increase.                  | When students are able to connect their life goals to educational opportunities, they engage more in their learning environment. | Staff-Student Connections   |

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

Inclusivity, Tolerance and Anti-Bullying

| <b>Data Rating</b>                           | <b>Data Findings &amp; Area</b><br><br>Be specific in defining each data element below.   | <b>Rationale for Selection of Data</b><br><br>Why was this data finding selected as being most impactful?   | <b>Connected Essential Practices</b><br><br>Which Essential Practice(s) contributed most to the data findings? |
|--|---|---|--|
| <b>Significantly Decreased Data Findings</b> | The 2018-2019 School Climate Survey results (on PowerBI) indicated 33% of teachers agreed with the statement: "I frequently feel overloaded and overwhelmed at my job". The 2019-2020 School Climate Survey results (on PowerBI) indicated that 36% of teachers agreed with the statement: "I frequently feel overloaded and overwhelmed at my job". This is a 3 percentage point increase. | Teachers who are overwhelmed lack focus and organization and often have a high absenteeism rate from work. Identifying and providing on-going support to these individuals will assist them with being more productive. | Consistent Protocols to Maintain a Healthy and Safe School Environment   |
|  | According to the 2018-2019 Student Attendance Data (on PowerBi), 25% of students were absent between 6-10 days as compared to the 2019-   | Students in our school live in communities that have high crime rates. By   | Consistent Protocols to Maintain a   |

|  |   |   |                                     |
|--|---|---|-------------------------------------|
|  | 2020 Student Attendance Data (on PowerBi) where 22% were absent 6-10 days. A decrease of 3 percentage points.   | focusing our attention on creating a safe learning environment, students feel safe and comfortable.   | Healthy and Safe School Environment |
|  | The 2018-2019 School Climate Survey results (on PowerBI) indicated 54% of teachers agreed with the statement: "I feel lack of support/concern from parents". The 2019-2020 School Climate Survey results (on PowerBI) indicated that 53% of teachers agreed with the statement: "I feel lack of support/concern from parents". This is a 1 percentage point decrease. | This data point is important because reasearch show that an increase in parental involvement has a direct correlation with student success. | Character Education/Values Matter   |

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

Consistent Protocols to Maintain a Healthy and Safe School Environment

## DATA AND SYSTEMS REVIEW ORGANIZER

### ACADEMIC PROGRAMS

| <b>Data Rating</b>                          | <b>Data Findings &amp; Area</b><br><br>Be specific in defining each data element below.   | <b>Rationale for Selection of Data</b><br><br>Why was this data finding selected as being most impactful?   | <b>Connected Essential Practices</b><br><br>Which Essential Practice(s) contributed most to the data findings? |
|---|---|---|--|
| <b>Significantly Improved Data Findings</b> | According to the Academic Programs tab (on PowerBI), the 2017 5th grade FSA ELA proficiency is 35% and the 2020 FSA ELA Predicted Proficiency is 54%. This is a 21 percentage point increase. | This data is significant because it indicates that an increased focus on standards aligned instruction and instructional strategies supports student success. | Standards-Aligned Instruction  |
|   | According to the Academic Programs tab (on PowerBI), the 2017 FSA Math proficiency is 44% and the 2020 FSA Math Predicted Proficiency is 64%. This is a 20 percentage point increase.         | This data was selected because it reflects a positive growth trend.   | Differentiated Instruction<br>Data-Driven Instruction  |
|   | According to the Academic Programs tab (on PowerBI), the 2017 FSA ELA proficiency is 36% and the 2020 FSA ELA Predicted Proficiency is 56%. This is a 20 percentage point increase.           | This data was selected because the learning growth reflects a postive trend toward content mastery and increased vocabulary acquisition.                      | Data-Driven Instruction<br>Differentiated Instruction  |

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

Differentiated Instruction

| <b>Data Rating</b> | <b>Data Findings &amp; Area</b><br><br>Be specific in defining each data element below. | <b>Rationale for Selection of Data</b><br><br>Why was this data finding selected as being most impactful? | <b>Connected Essential Practices</b> |
|--------------------|---|---|--------------------------------------|
|--------------------|---|---|--------------------------------------|

|                              |   |  | Which Essential Practice(s) contributed most to the data findings?      |
|------------------------------|---|--|---|
| <b>Neutral Data Findings</b> | According to the Academic Programs tab (on PowerBI), the 2019 FSA ELA proficiency is 53% and the 2020 FSA ELA Predicted Proficiency is 56%. This is a 3 percentage point increase.  | This data was selected because there is an opportunity for improvement through the implementation and monitoring of various instructional strategies.  | Data-Driven Instruction<br>Differentiated Instruction                   |
|                              | According to the Academic Programs tab (on PowerBI), the 2019 FSA Math proficiency is 68%, and the 2020 FSA Math Predicted Proficiency is 64%. This is a 4 percentage point decrease.   | This data was selected because there is an opportunity for improvement through the implementation and monitoring of standard-based collaborative planning and standards-aligned instruction. | Standards-Based Collaborative Planning<br>Standards-Aligned Instruction |
|                              | According to the Academic Programs tab (on PowerBI), the 2019 FSA ELA and Math proficiency rates combined are at 61%, and the 2020 FSA ELA and Math Predicted Proficiency rate combined are 60%. This is a 1 percentage point decrease. | This data was selected because there is an opportunity for improvement through the implementation and monitoring of standard-based collaborative planning and standards-aligned instruction. | Standards-Aligned Instruction<br>Standards-Based Collaborative Planning |

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

#### Standards-Based Collaborative Planning

| <b>Data Rating</b>                           | <b>Data Findings &amp; Area</b><br><br>Be specific in defining each data element below.   | <b>Rationale for Selection of Data</b><br><br>Why was this data finding selected as being most impactful?                                  | <b>Connected Essential Practices</b><br><br>Which Essential Practice(s) contributed most to the data findings? |
|--|---|--|--|
| <b>Significantly Decreased Data Findings</b> | According to the Academic Programs tab (on PowerBI), the 2019 Grade 4 FSA ELA proficiency is 68% and the 2020 FSA Grade 4 ELA Predicted Proficiency is 61%. This is a 7 percentage point decrease.    | This data is significant because it indicates the increased need for intervention and instructional strategies to support student success. | Interventions/RtI<br>Data-Driven Instruction   |
|  | According to the Academic Programs tab (on PowerBI), the 2019 FSA Grade 4 Math proficiency is 84% and the 2020 FSA Grade 4 Math Predicted Proficiency is 68%. This is a 16 percentage point decrease. | This data is important as it indicates the increase need for data driven and standard-aligned instruction.                                 | Data-Driven Instruction<br>Standards-Aligned Instruction   |
|  | According to the Academic Programs tab (on PowerBI), the 2019 Grade 3 FSA Math  | This data is important as it indicates the increase need for   | Data-Driven Instruction  |

|  |  |   |                               |
|--|--|---|-------------------------------|
|  | proficiency is 73% and the 2020 Grade 3 FSA Math Predicted Proficiency is 62%. This is a 11 percentage point decrease. | data driven and standard-aligned instruction. | Standards-Aligned 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

Character Education/Values Matter

### Primary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

### Secondary Essential Practice

Inclusivity, Tolerance and Anti-Bullying

## ACADEMIC PROGRAMS

### Sustained Essential Practice



Differentiated Instruction

## Primary Essential Practice

Data-Driven Instruction

## Secondary Essential Practice

Standards-Based Collaborative Planning

# 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.**

Crestview Elementary's School Leadership Team is in a relentless pursuit and committed to preparing and assisting students with becoming proficient in their respective grade level standards by guiding students in taking ownership for their learning and setting high expectations regardless of barriers.

**As evidenced by:**

As evidenced by quarterly goal setting, student/teacher data chats and self monitoring using Value Matters Model Behaviors.

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

The School Leadership Team commits to developing and supporting strategies to increase the implementation and effectiveness of differentiated instruction as outlined in the action steps of the School's Improvement Plan.

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

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

Crestview Elementary's Leadership Team takes deliberate actions and continuous drive to set challenging goals to reach high standard of performance by prioritizing activities.

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

As evidenced by the tracking of data and teacher feedback to make adjustments to instructional focus and support.

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

The School Leadership Team will develop and support instructional strategies and institute professional development opportunities that are aligned with the most current data. Adjustments will take place every 7 to 10 weeks.

## **Competency 3: Developing Others**

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

Crestview Elementary Leadership Team influences others with the specific intent to increase short and long term effectiveness, perceptions, thinking and actions by setting positive expectations.

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

As evidenced by providing targeted and focused feedback to teachers and students while promoting morale and performance to assist with fostering a positive environment.

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

The School Leadership Team will implement programs and team building activities within the School Improvement Process that empowers stakeholders while providing on going monitoring for effectiveness.

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

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

Crestview Elementary's Leadership Team will work with others to collectively leverage their input to develop actionable and tangible goals by motivating the team with a compelling vision and enthusiasm.

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

As evidenced by setting incremental goals and celebrating successes.

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

The School Leadership team will assist with developing a compelling vision while creating and implementing smaller goals that will assist with meeting school wide goals and fulfilling the vision.

## **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**

Character Education/Values Matter

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

The Counselor will facilitate and provide support in the implementation of the Values Matter Program and the Code of Student Conduct to encourage students to exhibit modeled behaviors.

### **Primary Essential Practice**

Consistent Protocols to Maintain a Healthy and Safe School Environment

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

Teachers and counselor will provide team building activities centered around the topics of bullying prevention, tolerance, inclusive behaviors and health and wellness through lessons, activities and presentations.

### **Secondary Essential Practice**

Inclusivity, Tolerance and Anti-Bullying

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

Teachers, classrooms and individual student recognition will be utilized to highlight and encourage positive behaviors and discussions that strengthen a safe school environment.

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Differentiated Instruction

### Priority Actions for the Sustained Essential Practice

Students will receive small group or individual instruction utilizing the K-12 program and I-ready based on data. Student progress will be monitored by administrators, teachers and students.

### Primary Essential Practice

Data-Driven Instruction

### Priority Actions for the Primary Essential Practice

Current data results will be used to make data-driven instructional decisions. Data will be utilized to plan targeted data-driven instruction and to guide instruction for secondary standards.

### Secondary Essential Practice

Standards-Based Collaborative Planning

### Priority Actions to Enhance the Secondary Essential Practice

Resources utilized for instruction, reteaching and enrichment in accordance to the students' needs as defined by the data.

## 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 strategies to create an inclusive environment and create staff-student connections utilizing character education, consistent protocols to maintain a healthy and Safe School Environment; in addition to implementing strategies to support Inclusivity, Tolerance and Anti-Bullying then undesired behaviors will decrease and student achievement will increase.

## ACADEMIC PROGRAMS

### OUTCOME STATEMENT

#### Academic Programs

If we successfully implement strategies to improve explicit and differentiated instruction, improve data driven instruction and incorporate standards-based collaboration planning then student engagement and 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 of School Date | Phase I Topic<br><br><i>What topic will be shared?</i>   | Process Description<br><br><i>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</i> | Activity Lead<br><br><i>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</i> |
|------------------------|--|--|---|
| (08/20/20)<br>AM-PM    | <ul style="list-style-type: none"> <li>• <i>Data and Systems Review Summary</i></li> <li>• <i>School Leadership Core Competency Course Reflections</i></li> <li>• <i>Sustained Essential Practice</i></li> <li>• <i>Primary &amp; Secondary Essential Practice Selections</i></li> <li>• <i>Priority Actions</i></li> <li>• <i>Outcome Statements</i></li> </ul> |  |   |

|             |   |   |                 |
|-------------|---|---|-----------------|
| 8:35-9:00   | What Makes us Different/Joshua Bingwa :Ted Talk | School Culture  | Leadership Team |
| 9:00-10:00  | Framework of Effective School Culture: Virtual  | Poll Via Zoom: Creating and managing school culture virtually | Principal       |
| 10:00-11:00 | Student/Teacher Survey: Comparison              | Data and Culture: Sustaining Progress                         | Principal       |
| 11:00-12:00 | Goal Setting: Grade Level/Departments           | Utilizing Data maps teachers will create goal(s)              | Principal       |
| 1:00-2:00   | Data Driven Instruction                         | Utilizing Data Com dashboard; Poll utilizing Zoom.            | Principal       |
| 2:00-3:00   | Data Driven Instruction                         | Break Out Sessions: Jigsaw science lesson "flowers"           | Leadership Team |