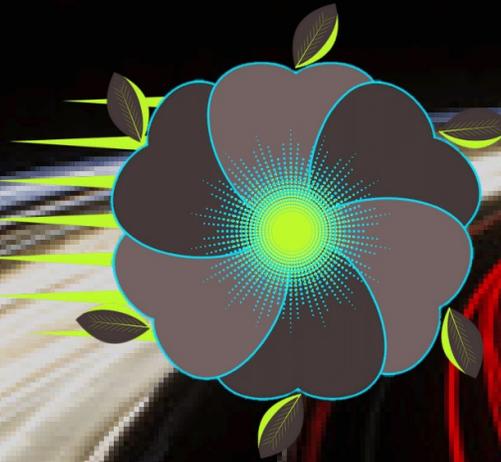




SCHOOL IMPROVEMENT PROCESS 2019-2020



ACCELERATING
EXCELLENCE

School Location # -5005

**Name of School - DAVID LAWRENCE JR K-8
CENTER**

MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

5005-David Lawrence Jr. K-8 Center

Principal (Last Name, First Name)

Parton, Mary Kate

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

Olicker, Charlene; Parlor, Mitzi; Vitro, Dena

MTSS Coordinator (Last Name, First Name)

Salisbury, Jennifer; Sims, Lisa

Demographic Overview

Our school is comprised of 40% African-American, 40% Hispanic, 15% Non-Hispanic White, and 5% other. 80% of our students come from a lower social economic stratum. 82% of our students participate in free or reduced lunch. Our ELL population is 16% and our SPED is 17%.

Current School Status

a. Provide the School's Mission Statement

The staff and community of the David Lawrence Jr. K-8 Center will provide all stakeholders with a safe learning environment that will foster student achievement and academic excellence as we set sail for for 2019-2020.

b. Provide the School's Vision Statement

The educational mission of the David Lawrence Jr. K-8 Center is to cultivate and enrich the lives of our students through research-based curricula coupled with a strong sense of community involvement where all children can actualize their personal and academic potentials and goals.

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.

David Lawrence Jr. K-8 Center serves a community that mirrors the city of North Miami. Our school is a reflection of the community we serve. Our school community stakeholders bring to our school a vibrant population comprised primarily of Haitian, South American, and non-Hispanic White students, low to high socio-economic strata, students residing in "The Highland Village Trailer Park," and homeless students. All of our students in some way require support.

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 10 – July 19, 2019)

Phase I of the School Improvement Process will begin at the 2019 Synergy Summer Institute. The School Leadership Team (SLT) will participate and collaborate in a 3-day development workshop 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 an analysis of the data, the SLT will reflect on the current practices and processes contributing to the data results during a guided 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 2019-2020 school year. During the Synergy Summer Institute, the SLT will participate in coursework aimed to develop School Leadership Core Competencies to support the implementation of the school's continuous improvement process.

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 Data Map
- School Culture Data and Systems Review Organizer
- Academic Programs Data Map
- 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 2019 Synergy Summer Institute.

July 10 - July 19, 2019

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 on School Leadership Core Competencies 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 2019-2020 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 2019-2020 Opening of Schools*

DAY ONE- Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will review all 2018-2019 data points provided on the subsequent pages in the individualized School Culture Data Map and Academic Programs Data Map to analyze the results using the Data Driven Dialogue Protocol. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

Data and Systems Review

- 1. Using the Data Driven Dialogue Protocol, SLTs will analyze the School Culture and Academic Programs Data Maps (i.e. student level data, teacher level data, and parent 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.

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 Early Warning Systems Report results of 2019 indicated that the percentage of student in grades 6-8 receiving 1+ referrals decreased. Comparing the results of the Early Systems report of 2018, 6th grade decreased by 11%, 7th grade decreased by 12% and 8th grade decreased by 7%.	Implementing alternative to suspensions activities including counseling opportunities and the VALUES MATTER MIAMI initiative which provided opportunities and examples for students, this resulted in the decrease of disciplinary referrals issued.	Character Education/Values Matter Positive Behavior Support (PBS) Response to Early Warning Systems (EWS)
	On the 2018-2019 School Climate Survey, feedback from the students indicated 88% of the	Professional Development and collaborative planning opportunities were provided.	Empower Teachers And Staff

	<p>students strongly agreed or agreed with the statement that their teachers know a lot about the subjects they teach. Compared to the 2017-2018 results where 72% strongly agreed or agreed with the same statement, we have increased by 16 percentage points.</p>	<p>Teachers were able to focus on increasing their knowledge of the subjects they taught.</p>	<p>Leadership Visibility and Accessibility</p> <p>Shared Leadership</p>
	<p>On the 2018-2019 School Climate Survey, feedback from the teachers indicated 83% of the teacher strongly agreed or agreed with the statement that Professional Development Programs kept them informed of new educational strategies. Compared to the 2017-2018 results where 65% strongly agreed or agreed with the same statement, we have increased by 18 percentage points.</p>	<p>Professional developments and collaborative planning opportunities were provided to teachers. ICADS were represented by teachers other than the reading coach or grade level/ department chair. Teachers used this time to keep them abreast of newly research-based and innovative practices and deliver the newly learned information to their team.</p>	<p>Empower Teachers And Staff</p> <p>Shared Vision/Mission</p> <p>Effective Use of School and District Support Personnel</p>

Essential Practice for Significantly Improved Data Findings (Sustained)

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?
Neutral Data Findings	<p>On the 2018-2019 School Climate Survey, feedback from the teachers indicated 80% of the teacher strongly agreed or agreed with the statement that the climate is positive and helps students learn. Compared to the 2017-2018 results where 78% strongly agreed or agreed with the same statement, we have remained relatively neutral.</p>	<p>All stakeholders participated and were invited to various school-wide academic and cultural activities promoting a positive learning environment.</p>	<p>Family Engagement</p> <p>Clubs and Extracurricular Programming</p> <p>Rewards/Incentives</p>
	<p>On the 2018-2019 School Climate Survey, feedback from the teachers indicated 69% of the teacher strongly agreed or agreed with the statement that their ability to do the best possible job at this school is limited by student</p>	<p>Interventions addressing basic skills were implemented through DI during instruction as well as Title I and III tutoring before and after school and</p>	<p>Promoting Growth Mindset</p> <p>Celebrate Successes</p> <p>Family Engagement</p>

	deficiencies in basic academic skills . Compared to the 2017-2018 results where 68% strongly agreed or agreed with the same statement, we have remained relatively neutral.	pull-out intervention through-out day.	
	The Culture Student Level results of 2019 Climate survey indicated that the percentage of students overall absence remained the same: 49% had 0-5 absences, 26% had 6-10 absences, 13% had 11-15 absences, 9% had 16-30 and 2% had 31+ absences. Comparing the results of the Early Systems report of 2018, 49% had 0-5 absences, 29% had 6-10 absences, 12% had 11-15 absences, 9% had 16-30 and 1% had 31+ absences.	When a sub-group of students has a slight decrease in absences, we can infer that our iATTEND initiative is positively affecting student attendance and subsequently student achievement. We will continue to utilize this process with fidelity.	Response to Early Warning Systems (EWS) Attendance Initiatives Effective Use of School and District Support Personnel

Essential Practice for Neutral Data Findings (Secondary)

Promoting Growth Mindset

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	On the 2018-2019 School Climate Survey, feedback from the students indicated 44% of the students strongly agreed or agreed with the statement that their teachers do not give meaningful homework that helps them learn. Compared to the 2017-2018 results where 38% strongly agreed or agreed with the same statement, we have decreased perception of relevance of home learning by 6 percentage points.	Relevant course appropriate home learning is not consistent throughout the grade levels and subject areas.	Staff-Student Connections Student Voice Leadership Visibility and Accessibility
	The Culture Teacher Level results of 2019 Climate survey indicated that the percentage of teachers absent 10+ days in 2018-2019 increased to 39%. Comparing the results of the report of 2018, 13% of the teachers had 10+ absences we	Teacher absences negatively impact consistency of curriculum delivery, cohesion of the learning environment, and consequently student learning and achievement. Some of these absences were due to teacher on-	Empower Teachers And Staff School Spirit, Pride and Branding

	have decreased teacher attendance of 10+ days by 26 percentage points.	the-job injuries. Teachers need to be present in order to control the learning environment to maximize student learning and achievement..	Welcoming Spaces
	On the 2018-2019 School Climate Survey, feedback from the teachers indicated 30% of the teachers strongly agreed or agreed with the statement that the ability to do the best possible job at this school is limited by insufficient resources (e.g. funds, books, supplies). Compared to the 2017-2018 results where 23% strongly agreed or agreed with the same statement, we have decreased teacher satisfaction with resources by 7 percentage points.	D.I., which routinely includes technology centers, was limited in some grade levels due to the lack of working computers available.	Digital Citizenship Shared Leadership other Provision of new units for Media Center & classrooms

Essential Practice for Significantly Decreased Data Findings (Primary)

Staff-Student Connections

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 data map, the 2018 Math learning gains for grades 5 and 6 was 50%, as compared to the 2019 Math learning gains of the same grade levels was 65%. This represents a 15 percentage point increase in 2019 over 2018. for these populations.	Data analysis monitoring and data chats drove instruction achieving higher proficiency of standards.	Data-Driven Instruction Collaborative Data Chats Establishing and Implementing Instructional Frameworks
	According to the Academic Programs data map, the 2018 ELA proficiency for grades 5 and 6 was 43%, compared to the 2019 ELA Proficiency for	Differentiated Instruction and data analysis drove instruction to achieve higher proficiency of standards.	Differentiated Instruction Collaborative Data Chats

	grades 5 and 6 of 50%. This represents a 7 percentage point increase in 2019.		Standards-Aligned Instruction
	According to the Academic Programs data map, the 2018 ELA proficiency for students with disabilities was 19%, as compared to the 2019 ELA proficiency for students with disabilities, which was at 27%, representing a significant increase of 8 percentage points in 2019.	Data analysis monitoring, collaborative planning with general education teachers, and fidelity to the IEPs for each SWD student drove instruction, enhanced the probability of stronger achievement and standards proficiency as well as learning gains for this population of students.	Collaborative Data Chats Instructional Support/Coaching Interventions/RtI

Essential Practice for Significantly Improved Data Findings (Sustained)

Empower Teachers And Staff

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the Academic Programs data map, the 2018 Math proficiency for students in grades 3-8 was 61%, compared to the 2019 Math proficiency for students in grades 3-8, which was at 61%. These findings remained neutral.	IPEGS data and administrative walk throughs revealed that academic rigor and program delivery varied horizontally and vertically across the grades. Creating a stronger framework for collaborative planning and learning will assist in the consistency of curricular delivery per unit of time as stipulated in the pacing guides for grades 3-8.	Establishing and Implementing Instructional Frameworks Collaborative Data Chats Checks for Understanding
	According to the Academic Programs data map, the 2018 ELA proficiency for students in grades 3-8 was 58%, compared to the 2019 ELA proficiency for students in grades 3-8 which was 59%. These findings remained relatively neutral.	IPEGS data and administrative walk throughs reveal that academic rigor and program delivery varied horizontally and vertically across the grades. Creating a stronger framework for collaborative planning and learning will assist in the consistency of curriculum delivery in grades 3-8.	Establishing and Implementing Instructional Frameworks Collaborative Data Chats Data-Driven Instruction
	According to the Academic Programs data map, the 2018	The 2019 EOC data suggest that instructional strategies, for example,	

proficiency on FSA EOC Acceleration was 86%, compared to the proficiency on FSA EOC Acceleration which was 85%. These findings remained relatively neutral.	"boot camp," after school tutoring, and Saturday academies were beneficial and should be continued and supported in the 2019-2020 school year.	Extended Learning Opportunities Collaborative Data Chats Checks for Understanding
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Essential Practice for Neutral Data Findings (Secondary)

Promoting Growth Mindset

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 data map, the 2018 ELA proficiency of grade 4 students was 61% compared to the 2019 ELA proficiency of grade 5 students which was 55%. This represents a 6 percentage point decrease.	The use of collaborative planning, explicit instruction, and standards - based lesson planning are beneficial to our teachers and students. We will continue to embrace these practices and provide continuity to increase proficiency and learning gains on the FSA in ELA.	Standards-Based Collaborative Planning Data-Driven Decision Making Data-Driven Instruction
	According to the Academic Programs data map, the 2018 Math proficiency of grade 4 students was 65%, compared to the 2019 Math proficiency of grade 5 students which was 58%. This represents a 7 percentage point decrease.	The use of collaborative planning, explicit instruction, and standards - based lesson planning are beneficial to our teachers and students. We will continue to embrace these practices and provide continuity to increase proficiency and learning gains on the FSA in Math.	Standards-Based Collaborative Planning Data-Driven Decision Making Data-Driven Instruction
	According to the Academic Programs data map, the 2018 ELA proficiency of grade 3 students was 56% compared to the 2019 ELA proficiency which was 49%. This represents a 7 percentage point decrease.	IPEGS data and administrative walk throughs revealed that academic rigor and program delivery varied horizontally and vertically across the lower grade levels. Creating a stronger framework for collaborative planning will assist in the consistency of	Establishing and Implementing Instructional Frameworks Standards-Based Collaborative Planning

		curriculum delivery in grades kindergarten through second grade.	Collaborative Evaluation of Student Work
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Essential Practice for Significantly Decreased Data Findings (Primary)

Staff-Student Connections

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 2019-2020 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 2019-2020 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2019-2020 school year.

SCHOOL CULTURE

Sustained Essential Practice

Shared Vision/Mission

Primary Essential Practice

Staff-Student Connections

Secondary Essential Practice

Promoting Growth Mindset

ACADEMIC PROGRAMS

Sustained Essential Practice

Empower Teachers And Staff

Primary Essential Practice

Staff-Student Connections

Secondary Essential Practice

Promoting Growth Mindset

DAY TWO- Synergy Summer Institute

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 2019-2020 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. During the Synergy Summer Institute, coursework will allow for the evaluation and development of these School Leadership Core Competencies to increase efficiency and skill mastery which can be used by school leaders to successfully implement 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.

School Leadership Core Competency Course Reflections

School Leadership Teams will participate in a series of courses during the Synergy Summer Institute to measure and develop School Leadership Core Competencies and utilize these high-level competency skills to implement the identified Essential Practice Enhancements to improve outcomes within School Culture and Academic Programs. SLTs will reflect on their current leadership roles and

implementation of the core competencies and consider opportunities for growth and application of each core competency for the 2019-2020 school year.

Competency 1: Commitment to Students

Describe the School Leadership Team's current reality regarding Commitment to Students.

Currently, our culture exhibits a positive and energetic level of commitment to our students.

As evidenced by:

As a school culture, we work collaboratively to better plan and analyze data in order to provide our students with quality instruction that meets their educational needs. We continue to generate possible solutions through ongoing data monitoring, collaborative planning, and curriculum frameworks. In addition, we employ the MTSS process to identify, provide tiered interventions, and closely monitor our fragile students for educational and social-emotional support.

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

We plan to use the MTSS flow chart to better identify whom to refer and when to implement the RTI process. We will also continue to use informal and formal referrals to a designated team consisting of a counselor and an assistant principal in order to facilitate immediate and continuous interventions and supports, as well as community referrals, referrals for evaluation, and referrals for Section 504 plans, as necessary.

Competency 2: Focusing on Sustainable Results

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

David Lawrence Jr. K-8 Center currently reflects a reality that identifies a disparity among leadership levels of grade level chairs and department heads.

As evidenced by:

The grade level chairs and department heads of David Lawrence Jr. K-8 Center perform at differing stages of leadership development.

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

The Leadership Team will continue set clear priorities and expectations through a common language. The team will provide a focus on effective common planning through the provision of curricular frameworks and standard protocols for collaboration. The team will also provide monitoring and support to reduce stress and promote individual teacher empowerment.

Competency 3: Developing Others

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

The instructional leadership team consists of grade level chairs department heads. Their roles consist of providing their team members with direction, instruction, guidance, and support while identifying, considering and incorporating their team members' strengths, addressing and providing support for weaknesses, and motivations. The leaders will set the tone for embrace of our vision and translate it into action for the teams' roles in targeting our mission.

As evidenced by:

Our Leadership Team members meet collaboratively with their members twice a month to analyze data, student achievement and plan accordingly for their upcoming lessons and events.

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

The School Leadership team will continue to meet with grade level or departments in order to provide targeted growth opportunities to develop leadership skills to more members our faculty.

Competency 4: Engages the Team

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

The members of Leadership Team meet formally and informally to discuss all matters essential to the health of the culture of the school.

As evidenced by:

The team members solicit information from affected stakeholders to review and revise the results of Team considerations in order to meet the needs of the affected groups in terms of the impacts upon student learning, achievement, and socio-emotional well-being.

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

The Leadership Team will continue to consider initiatives and barriers, and will bring those considerations in the form of proposals to the faculty and staff for review, suggestions, and feedback. Implementations will vary consistent with the needs of the groups but with inclusion of the required elements.

DAY THREE- Synergy Summer Institute

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 2019-2020 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 2019-2020 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 2019-2020 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 2019-2020 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 2019-2020 school year.

SCHOOL CULTURE

Sustained Essential Practice

Shared Vision/Mission

Priority Actions for the Sustained Essential Practice

Empower teachers and staff through professional development targeting individual classroom cultures that support ownership of the curricular delivery of standards, achievement data and authentic student work product.

Primary Essential Practice

Staff-Student Connections

Priority Actions for the Primary Essential Practice

Staff-student connections will focus on relevant and academically supportive home learning assignments, including but not limited to: meaningful reviews of content, introductions to new content, reinforcing collaborative and/or individual projects that are aligned with current curricular content.

Secondary Essential Practice

Promoting Growth Mindset

Priority Actions to Enhance the Secondary Essential Practice

Use of Early Warning Systems to implement strategies to assist students in addressing and mitigating their barriers to success.

ACADEMIC PROGRAMS

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

There will be an emphasis on data-driven instruction to align with curricular frameworks, and to develop targeted differentiated instruction.

Primary Essential Practice

Staff-Student Connections

Priority Actions for the Primary Essential Practice

Teachers will engage in standards-based based collaborative planning, instruction, and administration of topic tests and weekly assessments to measure short-term student achievement, drive differentiated instruction, and to measure actual growth over time through i-Ready.

Secondary Essential Practice

Promoting Growth Mindset

Priority Actions to Enhance the Secondary Essential Practice

Faculty will work with grade level members via the collaborative framework to further support standards-based learning when curricular support for given standards is insufficient.

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 2019-2020 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 2019-2020 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If our school improvement plan is implemented with fidelity, then we will maintain a healthy school culture where all stakeholders support school initiatives, both academic and socio-emotional, as members of the many processes, which include incremental achievements such as increases in student attendance, academic growth, socio-emotional well-being and support, as well as PTSA memberships, and community support.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If our students continue to embrace and strive for well-rounded educational experiences and achievements, then it is expected that the school culture and the students' education will be enhanced.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development to be provided during the Opening of School activities on one or both Teacher Planning Day(s). 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 during the Synergy Summer Institute 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*

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

- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
 - *Priority Actions - How will the priority actions be addressed during the school year?*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic	Process Description	Activity Lead
(08/15/19) AM-PM	<p><i>What topic will be shared?</i></p> <ul style="list-style-type: none"> • <i>Data and Systems Review Summary</i> • <i>School Leadership Core Competency Course Reflections</i> 	<p>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</p>	<p>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</p>

	<ul style="list-style-type: none"> • <i>Sustained Essential Practice</i> • <i>Primary & Secondary Essential Practice Selections</i> • <i>Priority Actions</i> • <i>Outcome Statements</i> 		
8/15/19 8:00-10:00AM	Data and Systems Review	Presentation on the awarding of school grade and hands on group practice in its calculation. Teachers will be given a set of data for hands-on group practice to actually calculate a school grade.	Raquel Calveiro
8/15/19 10:00-11:30AM	Action Plan	Action for first day: Teachers will be given sheets for rough cut data from standardized 2018-2019 assessments. They will use those data sheets to have chats with students and assist in the development of temporary DI groups pending current 2019-2020 data.	Dr. Charlene Olicker
8/15/19 12:00-3:00PM	Primary Essential Practice	Presentation of resources: Presentation of i-Ready toolboxes for math and reading, at elementary and middle grade levels, focusing on their effectiveness if used with fidelity. Lower and Upper Academy teachers who have used and endorse the toolboxes will present.	Lower Academy: Vicky Vengoechea Upper Academy: Kristy Reinhartz (Math) and Dr. Nikkishia Gordon (Reading)