MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

6391- Madison Middle School

Principal (Last Name, First Name)

Ladd, David

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

Meiklejohn, Madeline; Simons III, Anthony

MTSS Coordinator (Last Name, First Name)

Hammond, Tonjeria

Demographic Overview

Madison Middle School is a diverse educational institution that is 55% Hispanic, 44% Black, and 1% White. Of this population of students 96% are free and reduced lunch recipients. The LRE (Least Restrictive Environment) is roughly 5% with the total number of students with disabilities being 50, which is roughly 11% of the student population. ELL students make up 25% of the total population.

Current School Status

a. Provide the School's Mission Statement

The faculty and staff at Madison Middle School are committed to maintain a safe and comfortable school, where all students gain knowledge from each other and the adults who guide them. Students learn in different ways and succeed through active involvement. In our school, students' learning needs are the primary focus of all decisions. Administrators, teachers, parents, students and the community share the responsibility for advancing our mission, promoting mutual respect and enhancing students' self esteem to become confident, self-directed, life-long learners.

b. Provide the School's Vision Statement

To develop scholars through high expectations and to empower students to realize their potential as global leaders.

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.

Madison Middle School serves the Broadmoor Community. We pride ourselves in being a diverse multi-cultural school center that specializes in building relationships between teachers, students and all stakeholders. It is our goal to partner with our parents, students and teachers to create a learning environment that is engaging, challenging, and supportive. Our special programs include: Codebot, virtual reality, chorus, theater, Spanish and Guitars Over Guns. We also offer classes for high school credit: Algebra I, Physical Science and Biology.

Are you a Title I School?

yes

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

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

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

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

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

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

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

Phase I includes:

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

Phase I

Data Analysis

Analyze - Reflect - Identify

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

July 15 - August 14, 2020

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses will assist schools in developing and implementing the School's Improvement

Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

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

Phase I will conclude with each school:

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

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

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

<u>*Data and Systems Review*</u>

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

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

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

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

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

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

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the 2019-2020 Data Map, 19% of our staff had 5.5 or more absences as compared to the 28% for the 2018-2019 school year. This is a decrease of 9% of staff with 5.5 or more absences.	Certified staff attendance is a critical factor impacting student achievement. Research supports the importance of attendance of certified staff matters in lieu of having long term substitutes in classrooms.	Attendance Initiatives Celebrate Successes
	According to the 2019-2020 Staff Climate Survey, there was a 6% percentage points increase from 88% in 2018-2019 to 94% in 2019-2020 staff believe that the overall climate at my school is positive and helps students.	A positive school culture is important in order to facilitate growth, productivity and success within the working and learning environment.	Rewards/Incentives Empower Teachers And Staff
	According to the 2019-2020 Data Map, Students with one disciplinary referral was 18% as compared to 25% for the 2018-2019 school year for a 7% decrease.	This data finding was selected as being impactful, as students with disciplinary referrals impact student overall academic achievement and and social emotional growth.	Rewards/Incentives Restorative Justice Practices (RJP)

Essential Practice for Significantly Improved Data Findings (Sustained)

Rewards/Incentives

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 2019-2020 Student Climate Survey, 76% of students believe their teachers let them know how they are doing on their school work as compared to 74% for the 2018-2019 school year.	Modeling and nurturing attitudes that emphasize the benefits of learning while fostering high expectations proves beneficial in having an engaging learning environment. Feedback is important as it allows students to make adjustments that lead to improvement.	Promoting Growth Mindset Staff-Student Connections
	According to the 2019-2020 Staff Climate Survey, 58% teachers believe that students come prepared academically to their class as compared to 63% for the 2018-2019 school year.	This data point is important as it shows the need to increase student growth mindset and potential for academic growth.	Promoting Growth Mindset
	According to the 2019-2020 SIP Survey, 52% of teachers believe that following a professional development opportunity, they are provided with support/resources to implement the newly learned strategy all of the time, as compared to 50% for the 2018-2019 SIP survey.	This data is important because teachers need to feel supported and empowered to make positive changes inside the classroom as well as school wide.	Empower Teachers And Staff

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 2019-2020 Student Climate Survey, 39% of students like coming to school as compared to 49% for the 2018-2019 school year. This is a 10% decrease for the year.	When students do not like coming to school, attendance rates decreases. Further disciplinary infractions increase, resulting in more frequent removal of students from the learning environment. However, if more students indicate that they like coming to school, the more likely they are to remain at our school and encourage other students to come here as well.	Social and Emotional Learning (SEL) Staff-Student Connections Attendance Initiatives
	According to the 2019-2020 Data Map, 42% of the students had 16 or more absences, as compared to 31% for the 2018-2019 school year. This is an 11% increase in student absences.	We chose this data point because it is our duty to ensure that all students attend school to get a quality education. We believe that our school leadership team's clear and consistent communication with parents and student regarding the importance of being in school everyday and creating an incentive-based attendance program will help decrease student absences.	Attendance Initiatives

	According to the 2019-2020 Student Climate Survey, 49% of the students believe that adults at their school care about them as an individual, as compared to 70% for the 2018-2019 school year.	This data point was chosen because we realize the importance of all students needing to be valued. Our staff missed the opportunity to take advantage of building relationships with all students. Students who feel valued, attend school regularly, feel supported, have increased academic growth, which creates an overall positive school culture.	Staff-Student Connections Social and Emotional Learning (SEL)

Essential Practice for Significantly Decreased Data Findings (Primary)

Social and Emotional Learning (SEL)

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 PowerBI, the overall 2019 ELA Proficiency is 32% as compared to the 42% for the 2020 ELA Predicted Proficiency. This is a 10 percentage point increase.	This data finding is important as it proves that commitment to rigorous coursework as well as technology integration continues to yield proficiency growth.	Standards-Based Collaborative Planning
	According to the Academic Programs tab on PowerBI, the 2019 overall Math Learning Gains was 55% as compared to the 68% for the 2020 Predicted Learning Gains from our in house data tracker. This is a 13 percentage point increase.	This data finding is impactful because bridging the achievement gap in Math is important to continue student progression and continued success in Math.	Standards-Based Collaborative Planning
	According to the Academic Programs tab on PowerBi, MS Acceleration in Algebra I was 75% in 2019, according to our in house data tracker in 2020 Algebra I projection was 81% based off of ETO Assessments and MYA. This would have been a total of 6 percentage points increase.	This data point is important as a 6 percentage points increase in Algebra I acceleration would have been evidence that advanced students are being exposed to effective curriculum and resources which has led to increased proficiency.	Effective Curriculum and Resource Utilization

Essential Practice for Significantly Improved Data Findings (Sustained)

Standards-Based Collaborative Planning

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

	Be specific in defining each data element below.		Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the Academic Programs tab on PowerBI, the 2019 Math Proficiency is 34% as compared to the 38% for the 2020 Math Predicted Proficiency. This is a difference of 4 percentage points.	This data finding is impactful because student math proficiency is the foundation for student future success in high school math courses.	Technology Integration Data-Driven Instruction
	According to the District Mid-Year Assessment data for Civics from Performance Matters, 51% of the students were proficient for 2018-2019 and 2019-2020.	This data point is impactful because it highlights the need to utilize instructional strategies geared at meeting the needs of our diverse learners in order to increase proficiency.	Technology Integration Student Engagement
	According to the District Science Mid- Year Exam data from Performance Matters, our 8th grade student population scored an average of 50% during the 2019 -2020 school year compared to a 52% average during the 2018-2019 academic year.	This data finding is impactful because it shows that we were able to maintain the amount of science content students were mastering prior to the MYA despite the school implementing a high school biology course. This indicates that through the use of data driven instruction and progress monitoring we were able to strategically support students in need of remediation.	Data-Driven Instruction Ongoing Progress Monitoring

Essential Practice for Neutral Data Findings (Secondary)

Technology Integration

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the Academic Programs tab on PowerBI, the 2019 FSA Math 6th grade cohort learning gains was 59% in 2018-2019. According to our in house data tracker projection our 6th grade cohort learning gains in 2019 -2020 would have been 57% which would have a been a 2% decrease.	This data point is impactful and significant because it reflects a need to focus on mathematics instruction as the 6th graders transition into middle school.	Ongoing Progress Monitoring
	According to the Academic Programs tab on Power BI, the ELA Proficiency was 38% in 2019 for our ESE students. According to 2019-2020 I-Ready AP2, only 6% of our ESE students were in the green which determines their proficiency levels mid year. This would	This data point is impactful because when student proficiency levels decrease, it is imperative that resources and strategies that are implemented during differentiated instruction are evaluated in order to	Ongoing Progress Monitoring Data-Driven

	have been a 32% decrease from the previous year when it comes to proficiency for our ESE students.	provide the necessary support to reach the achievement gaps of all of our ESE students.	Instruction
	According to the Academic Programs tab on Power Bi, the 2019 8th Grade SSA Science Achievement was 42% as compared to 27% for our 2020 in house data tracker projection. This would have been a 15% decrease.	This data point is impactful because when student proficiency levels decrease, it is imperative that resources and strategies that are implemented during differentiated instruction are evaluated in order to provide the necessary support to reach the achievement gaps.	Ongoing Progress Monitoring Data-Driven Instruction

Essential Practice for Significantly Decreased Data Findings (Primary)

Ongoing Progress Monitoring

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.

<u>Sustained Essential Practice</u>

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.

<u>Primary Essential Practice</u>

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.

<u>Secondary Essential Practice</u>

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

Rewards/Incentives

Primary Essential Practice

Social and Emotional Learning (SEL)

Secondary Essential Practice

Promoting Growth Mindset

ACADEMIC PROGRAMS

Sustained Essential Practice

Standards-Based Collaborative Planning

Primary Essential Practice

Ongoing Progress Monitoring

Secondary Essential Practice

Technology Integration

PART TWO

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 2020-2021 school year. The next step in the process is to assess and develop the School Leadership Team's skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. SLTs will assess their current skill level in each of the Core Competencies and determine how they will be applied throughout the School Improvement Process.

Competency 1: Commitment to Students *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

Commitment to Students includes certain behaviors such as:

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*
- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.

Competency 2: Focus on Sustainable Results *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

A Focus on Sustainable Results includes certain behaviors such as:

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*
- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

Competency 3: Developing Others *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

Developing Others includes certain behaviors such as:

- *setting positive expectations*
- *personally providing instruction*
- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

Competency 4: Engages the Team *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

Engaging the Team includes certain behaviors such as:

- *empowering others*
- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

Competency 1: Commitment to Students

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

The School Leadership Team is fully committed to a collaborative effort to ensure student success through creating school wide initiatives. The School Leadership Team will analyze school wide data and set high expectations for student learning. Barriers to student success will be identified in order to better address the students' academic needs. Continual program review will be conducted in order to support effective academic policies that will improve instruction and advance learning for all students.

As evidenced by:

The school held multiple data chats with administrators, teachers, and students as evidenced by data chat schedules, forms and classroom observations. Additionally, the school provides intervention programs and targeted data driven lesson planning which has drastically improved instruction.

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

By prioritizing students' learning as a foundation of the School Improvement Process, the School Leadership Team has provided support that has led to successful change and cultivated improvement efforts school wide. All stakeholders have fostered a growth mindset within students, in order for them to take ownership of their academic ability.

Competency 2: Focusing on Sustainable Results

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

The School Leadership Team is committed to setting and tracking goals based on student performance levels that will lead to student success.

As evidenced by:

The school has analyzed district assessments, progress monitored blended learning programs and classroom data and has modified instruction in response to the data. We have implemented Quote of the Week, Reflex Math, MATHia, Reading and iReady challenges, which has promoted sustainable results that lead to student success.

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

The School Leadership Team will prioritize activities and implement innovative initiatives to include grade level as well as class challenges, that will provide short and long-range goals for successful implementation of the School Improvement Process.

Competency 3: Developing Others

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

The School Leadership Team is committed to increasing the short and long-term effectiveness, perceptions, thinking and actions of our staff to increase student learning.

As evidenced by:

This is evidenced by the results from the School Climate Survey which shows that 90% of the teachers felt that personnel works together as a team. The School Leadership Team has set positive expectations and has provided specific, timely developmental feedback. Targeted professional development has been provided that has built teacher capacity. The School Leadership Team has delegated tasks that have allowed teachers to learn from their successes as well as from their mistakes.

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

The School Leadership Team will provide opportunities within common planning, grade level meetings and faculty meetings by sharing best practices, sharing resources from professional development to influence and improve the skills of all stakeholders throughout the School Improvement Process and make necessary adjustments.

Competency 4: Engages the Team

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

The School Leadership Team is committed to empowering faculty and staff to build capacity, facilitating school pride, developing actionable goals that lead to student academic success.

As evidenced by:

The School Leadership Team has fostered behaviors that has empowered teachers to take ownership of not only their classroom but the school as a whole, as evidenced by weekly team meetings. The teams have aligned resources strategically to support successful change and improvement efforts through weekly common planning sessions and coaching support. By providing motivation, engagement and stability they have been able to build commitment and a shared school identity.

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

The School Leadership Team will provide opportunities such as leading mini-professional developments, developing department, grade level and school wide initiatives and activities that will allow for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

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.

<div align="center">SCHOOL CULTURE</div>

Sustained Essential Practice

Rewards/Incentives

Priority Actions for the Sustained Essential Practice

In order to make school interesting and important we will incorporate several initiative to improve attendance and behavior.

Primary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Primary Essential Practice

Students will learn how to effectively apply knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. School wide announcements, social media and teacher infused lessons will be implemented to reinforce Social Emotional Learning.

Secondary Essential Practice

Promoting Growth Mindset

Priority Actions to Enhance the Secondary Essential Practice

The school will align annual activities and professional development to include and incorporate strategies that support an increase in Growth Mindset which empowers student learning and engagement.

ACADEMIC PROGRAMS

Sustained Essential Practice

Standards-Based Collaborative Planning

Priority Actions for the Sustained Essential Practice

The school will incorporate teacher leaders as mentors to collaborate and assist others in developing standards aligned lesson plans and share best practices, in order to achieve sustainable academic results.

Primary Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Primary Essential Practice

The SLT team will continue to conduct data chats throughout the school year and utilize Power Bi, i-Ready and topic assessments to drive whole-group and differentiated instruction. Teachers will modify and provide remediation based on these students' needs as determined by data disaggregation.

Secondary Essential Practice

Technology Integration

Priority Actions to Enhance the Secondary Essential Practice

Professional development in the areas of technology integration and the application and monitoring of technology assisted learning, across the curriculum will be provided to teachers.

OUTCOME STATEMENTS

The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2020-2021 school year. SLTs will:

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*

- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2020-2021 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If we successfully implement our Rewards/Incentives, Social Emotional Learning and Promoting Growth Mindset Essential Practices for our school culture, then we will be able to maintain a healthy, positive and productive environment for our students, faculty and community.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement Standards-Based Collaborative Planning, Ongoing Progress Monitoring and Technology Integration Essential Practice in our academic programs, then we will influence students to be accountable for their academic learning while achieving academic growth.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.

The professional development should include a summary of the:

- *Data and Systems Review Summary*
- *School Leadership Core Competency Course Reflections*
- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
  - *Priority Actions*
- *Outcome Statements*
- *Key content and strategies from Synergy courses*

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

- *Essential Practice Selections and Priority Actions*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

Opening of School Professional Development Agenda

Opening of School Date (08/20/20) AM-PM	Phase I Topic *What topic will be shared?*	Process Description What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Activity Lead Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
	- Data and Systems Review Summary *- School Leadership Core Competency Course Reflections* *- Sustained Essential Practice* *- Primary & Secondary Essential Practice Selections* *- Priority Actions* *- Outcome Statements*		
8/19/20 9:00 a.m. - 9:30 a.m.	Mindfulness	Transforming the heart of Teaching: Care for Teachers Mindfulness practices	Tish Jennigs/ Madeline Meiklejohn (Assistant Principal)
08/1920 9:30 a.m.- 10:30 a.m.	School Culture: Growth Mindset/Rewards and Incentives	Reflect on current school culture and develop specific strategies to continue to make positive changes.	Tonjeria Hammond (Couselor) /Tangela Ramos (Activites Director)
8/19/20 10:30 a.m. - 11:30 a.m.	Focus on Sustainable Results/Academic Essential Practices	Review 2019-2020 data and plan for the 2020-2021 school year incorporating Ongoing Progress Monitoring and Collaborative Planning.	Madeline Meiklejohn (Assistant Principal)
8/19/20 11:30 a.m. - 12:00 p.m.	Essential Practices for Subgroups SWD	Provide teachers with strategies to implement during virtual and in class instruction to support SWD.	Samantha Johnson (ESE Chairperson)
8/19/20 1:00 p.m. - 1:30 p.m.	Social Emotional Learning	Provide teachers with strategies to implement during virtual and in class instruction to support ELL.	Tameka Martin (ELL Chairperson)
8/19/20 1:30 p.m. - 2:15 p.m.	Social Emotional Learning	Provide teachers with an update on social emotional practices and Restorative Justice Practices in order to develop and increase sense of belonging for students.	Tonjeria Hammond (Couselor) /Tangela Ramos (Activites Director)