MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

2821-Lakeview Elementary School

Principal (Last Name, First Name)

Bleus, Marie R.

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

Casares, Isis

MTSS Coordinator (Last Name, First Name)

Casares, Isis

Demographic Overview

Situated at the corner of Northwest 115th Street and 13th Avenue, Lakeview Elementary serves a predominantly Haitian-American Community. The demographics of the school is as follows: 73.4% Black, 24.9% Hispanic, 3% other. 91.5% of the school population receives free/reduced lunch. 36.4 % are identified as English Language Learners, 14% make up the Exceptional Student Education (ESE), and 10% of the students are identified as gifted. The 2020-2021 Grade Level Enrollment involves the following data: Pre-Kindergarten 25, Pre- Kindergarten (ESE) 11, Kindergarten 35, First Grade 65, Second Grade 67, Third Grade 67, Fourth Grade 52, and Fifth Grade 54. The Total Student Enrollment at Lakeview Elementary is 365.

Current School Status

a. Provide the School's Mission Statement

Lakeview Elementary is committed to meet each student at his/her academic, social-emotional and technological level. Through building and developing our staff capacity, we aim to empower our students to set personal goals and commit to the pursuit of high academic attainment, engage the support of family and community in this endeavor, and sustain in our students an insatiable desire for knowledge and skills, a well-rounded future and a productive career.

b. Provide the School's Vision Statement

The vision of Lakeview Elementary School is to provide all students from grades Pre-K through 5 a high quality education based on the Florida State Standards, create and maintain an educational setting that encourages creativity and support collaborative learning opportunity through the use of technology, and instill in them the core values that will help them reach their fullest potential in order to succeed in this global competitive economy.

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.

Lakeview Elementary serves a community of predominantly Haitian-American population residing in the Northwest area of Miami. The school community is made up of working-class families who have acquired English as a second language. The unique features and programs involve the administration, faculty, and staff who strive to develop and maintain a supportive and inclusive community of learners. This process begins the moment parents register students at our school. During registration, parents complete a home language survey; this form provides insights into the family language and culture. Our school's PTA sends the parents a survey to further identify family needs in order to best assist the child. This information is provided to the teachers, counselor, and school personnel to best acclimate and provide support to the student and parents. Additionally, the Community Involvement Specialist and the school PTA are avenues utilized to support and build strong relationships between the parent and the school. Relationships are fostered through outreach activities, which include monthly PTA meetings, Monthly Parent Academy Workshops, Adopt a Dolphin Program, Read-Aloud, and Pajama Night. PTA sponsored events, such as dances, pizza sales, and book fairs. These activities allow students to build relationships with teachers and fellow classmates. Furthermore, our school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including, but not limited to Special Education Week, History of Holocaust, History of Africans and African Americans, Hispanic Heritage Month, Haitian Contributions, Women's Contributions, and Sacrifices of Veterans. Several educational programs provided at Lakeview Elementary include the following: Before/After school tutoring in Reading, Mathematics, and Science, Samsung Girls, Code Bot, Big Ideas, and Citi Gardening.

Are you a Title I School?

yes

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

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

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

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

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

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

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

Phase I includes:

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

Phase I

Data Analysis

Analyze - Reflect - Identify

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

July 15 - August 14, 2020

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

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

Phase I will conclude with each school:

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*

- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2020-2021 Opening of Schools*

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

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

Data and Systems Review

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

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

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

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

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

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	When the 2019-2020 SIP Survey Report is analyzed, 79% of teachers confirm that school administrators provide daily and weekly feedback to improve student outcomes as opposed to 30% of teachers expressing the same fact in 2018-2019. This data show a 49 percent increase.	When teachers receive timely relevant feedback, there is a direct impact on their instructional practices and student learning outcomes.	Leadership Visibility and Accessibility
	The 2019-2020 SIP Survey Report on Power BI confirms that, 74% of the teachers agreed with the statement that grade level collaborations takes place weekly to improve student outcomes as compared to 53% in 2018-2019. This shows a 21% improvement.	Grade level collaboration fosters mutual support, a sense of belonging and staff collegiality.	Collaborative Spaces
	According to the 2019-2020 SIP Survey Report on Power BI, 65% of the teachers expressed that when students display early warning indicators or disruptive behaviors, they are provided interventions all the times as compared to 44% in 2018-2019., a 21% increase.	When students with disruptive behaviors are provided appropriate timely intervention, it allows the students needs to be met which can result in greater academic success .	Response to Early Warning Systems (EWS)

Essential Practice for Significantly Improved Data Findings (Sustained)

Collaborative Spaces

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 students attendance report, 25% of students at Lakeview Elementary had 6-10 absences compared to the district 2019-2020 student attendance report in which 25% of students also had 6-10 absences, this shows a sustained data point.	Students with less absences have shown to have higher levels of academic achievement.	Attendance Initiatives
	According to the 2019-2020 student attendance three year comparison report,` 25% of Lakeview students had 6-10 absences compared to 2018-2019 student's attendance three year report where 25% of students also had 6-10 absences, this shows a sustained data point.	Students with less absences have generally shown to have higher levels of Academic performance.	Family Engagement
	According to the 2019-2020 staff three-year comparison report, 39% of staff members were absent 5.5-10 days compared to the 2018-2019 report where 39% of staff members also had 5.5-10 absence, this shows a sustained data point.	Teachers with less absences influence student's academic gains.	Rewards/Incentives

Essential Practice for Neutral Data Findings (Secondary)

Attendance Initiatives

| 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 School Climate Survey, 86% of Lakeview teachers agreed or strongly agreed with the statement that school administrators solve problems effectively as compared to 100% in 2018-2019. This shows a decrease of 14 percent. | Teachers appreciate when their school administrators resolve problems timely and efficiently. | Leadership Visibility and Accessibility |
| | According to the 2019-2020 School Climate Survey, 57% of the teachers agreed or strongly agreed with the statement that evaluations are used to improve teacher performance as compared 82% in the 2018-2019 survey. This reveals a difference of 23 percentage points. | Teachers want to be provided a rationale related to their evaluations so they can improve their practices. | Empower Teachers And Staff |
| | According to the 2019-2020 School Climate Survey, 62% of the teachers agreed or strongly agreed with the statement that annual teacher evaluations are fair and | This data finding speak to the teachers' needs to understand | Rewards/Incentives |

	reasonable as compared to the 2018-2019 survey where only 81% agreed with the same statement. This shows a difference of 19 percentage points.	the relevance of the evaluation system through out the year.	

Essential Practice for Significantly Decreased Data Findings (Primary)

Rewards/Incentives

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DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

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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 2019-2020, iReady Comparison Report, the number of Kindergarten students in Tier 1 increased from 7% to 44% in Diagnostic 2. A 37 percent increase.	This increase signifies that students in kindergarten are acquiring the basic foundational mathematics skills needed to be successful in later grades.	Data-Driven Instruction
	In the 2019-2020 iReady Comparison Report, Math scores for Grade 4 students in Tier 1 increased from 18% Diagnostic 1 to 60% in Diagnostic 2. This shows an increase of 42 percent.	This data shows that fourth grade students are steadily making gains and closing the achievement gap in mathematical content.	Effective Curriculum and Resource Utilization
	Based on the 2019-2020 iReady Comparison Report for Kindergarten i-Ready ELA, the number of students in Tier 1 Diagnostic 1 increased from 16% to 48% in Diagnostic 2, a 32 percent increase.	This data show that students in Kindergarten are acquiring the literacy skills necessary to be successful in future grades.	Differentiated Instruction

Essential Practice for Significantly Improved Data Findings (Sustained)

Differentiated Instruction

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	The 2019-2020 i-Ready Comparison Report indicates that ELA Tier 2 students Grade 1 data was 77% in Diagnostic 1 and 74% in Diagnostic 2. This finding shows a stagnant data points.	This data finding is important because increasing student reading skills in the primary grades will positively impact their future academic performance.	Standards-Aligned Instruction
	Based on the 2019-2020, i-Ready Comparison Report, 28% of our Grade 5 students scored at the Tier 2 level in ELA Diagnostic 1 compared to 33% in Diagnostic 2. This shows neutral data point.	This finding shows that adjustments to our Tier 2 intervention are necessary to effectively impact student learning in Grade 5.	Checks for Understanding
	An analysis of the 2019-2020 i-Ready Comparison Report show that Tier 2 students in Grade 4 remained at 53% in both Diagnostics 1 and 2. This is a stagnant data point.	This data is important because the absence of student learning progress at the Tier 2 level can be an indication of ineffective Tier 2 intervention program.	Effective Curriculum and Resource Utilization

Essential Practice for Neutral Data Findings (Secondary)

Checks for Understanding

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	A comparison of School Profile Reports from 2017-2018 to 2018-2019 shows a decrease of 6 percentage point in Math Learning Gains, from 66% to 60%.	This is important because increasing the Math Proficiency of our students will directly impact their academic achievement.	Establishing and Implementing Instructional Frameworks
	When the 2017-2018 and the 2018-2019 School Profile Reports are compared, ELA Learning Gains dropped 7 percentage points, from 63% to 56%.	This data is important because it identifies the need for a more rigorous content delivery during the instructional block.	Standards-Aligned Instruction
	The School Profile Report reveals , ELA L25 Learning Gains decreased from 46 percentage points in 2017-2018 to 37 percentage points in 2018-2019. This shows a drop of 9 percentage points.	This decrease will directly impact overall school performance.	Student-Centered Learning

Essential Practice for Significantly Decreased Data Findings (Primary)

Standards-Aligned 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

Collaborative Spaces

Primary Essential Practice

Rewards/Incentives

Secondary Essential Practice

Attendance Initiatives

<p align="center">**ACADEMIC PROGRAMS**</p>

Sustained Essential Practice

Differentiated Instruction

Primary Essential Practice

Standards-Aligned Instruction

Secondary Essential Practice

Checks for Understanding

<p align="center">**PART TWO**</p>

<p align="center">SCHOOL LEADERSHIP CORE COMPETENCIES</p>

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.

Lakeview's Leadership Team addresses Commitment to Students by empowering the staff to utilize data to plan, reflect, and make instructional decisions to improve the school's practices of instruction and advance learning for all students.

As evidenced by:

Teachers accomplished this through the implementation of DI, Data Chats, and Intervention as well as the utilization of best practices that address students' basic needs.

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

Lakeview's Leadership Team will use Commitment to Students in the School Improvement Process to identify additional assistance needed through the Response to Intervention (RtI) process and/or referred to the Student Support Team (SST) as needed. Referrals to student services may include guidance counseling, mentoring, academic, and/or behavioral strategies. Additionally, the following sustainable Essential Practices will be implemented to enhance school culture and academics: Data-driven instruction, effective questioning/response techniques, job-embedded professional development, team building activities, leadership visibility, and accessibility, and response to Early Warning Systems (EWS).

Competency 2: Focusing on Sustainable Results

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

Lakeview's Leadership Team's current reality regarding the Focusing on Sustainable results includes the implementation of initiatives and tracking students' progress through Differentiated Instruction.

As evidenced by:

Teachers will monitor students' growth by utilizing OPM trackers.

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

Lakeview's Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Plan by prioritizing and tracking students' progress of goals and actions and by aligning students' data with iReady Tool Box lessons and Foundational Skills to provide remediation.

Competency 3: Developing Others

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

Lakeview's Leadership Team's current reality regarding Developing Others indicates that teachers receive and share information during common planning and execute the lessons as planned.

As evidenced by:

Teachers and coaches met at designated times to plan for the coming weeks.

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

Lakeview's Leadership Team will use the Developing Others Competency in the School Improvement Plan by ensuring that teachers take lead roles during common planning, present their student's data, and collaborate to make sound instructional decisions to ensure students' academic success.

Competency 4: Engages the Team

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

Lakeview's Leadership Team's current reality regarding Engaging the Team is the communication, sharing of information, and instructional resources that are needed to close the students' academic gap.

As evidenced by:

Teachers were empowered to retrieve, evaluate, and analyze iReady Reports with students' data as well as utilize aligned DI resources provided.

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

Lakeview's Leadership Team will use the Engaging the Team competency in the School Improvement Plan by involving the team in defining specific goals that will ensure the academic growth of all students by asking them to pull and analyze their data to align resources to instruct students, thus, closing the academic gap.

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.

<p style="text-align:center;color:red;font-weight:bold;">SCHOOL CULTURE</p>

Sustained Essential Practice

Collaborative Spaces

Priority Actions for the Sustained Essential Practice

The leadership team will provide spaces and opportunities for teachers and staff to collaborate on instructional ideas virtually.

Primary Essential Practice

Rewards/Incentives

Priority Actions for the Primary Essential Practice

The Leadership Team will ensure that rewards and incentives are provided to both staff members and students.

Secondary Essential Practice

Attendance Initiatives

Priority Actions to Enhance the Secondary Essential Practice

The Leadership Team will create attendance initiative systems to improve the attendance rate of both teachers and students.

<p style="text-align:center">**ACADEMIC PROGRAMS**</p>

Sustained Essential Practice

Differentiated Instruction

Priority Actions for the Sustained Essential Practice

The teachers will utilize data to plan for and deliver Differentiated Instruction to meet the needs of all students.

Primary Essential Practice

Standards-Aligned Instruction

Priority Actions for the Primary Essential Practice

The teachers will be provided on-going professional development opportunities to improve their delivery of standard-based instruction.

Secondary Essential Practice

Checks for Understanding

Priority Actions to Enhance the Secondary Essential Practice

The teachers will utilize proven academic strategies, incorporate HOT questions in lesson plans, and reteach for mastery as necessary.

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 the Leadership Team empowers teachers and students with collaborative spaces, attendance initiatives, rewards, and incentives, school-wide teacher collegiality and student attendance are likely to increase.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If the teachers continue to implement differentiated instruction, systematically deliver standards-aligned instruction, and periodically check for student understanding, then students' academic achievement will increase.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

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

The professional development should include a summary of the:

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

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

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

Opening of School Professional Development Agenda

Opening of School Date (08/20/20) AM-PM	Phase I Topic *What topic will be shared?* • *Data and Systems Review Summary* • *School Leadership Core Competency Course Reflections* • *Sustained Essential Practice* • *Primary & Secondary Essential Practice Selections* • *Priority Actions* • *Outcome Statements*	Process Description What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Activity Lead Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
08/19/20 AM	Icebreaker-Social and Emotional Wellness	The participant will engage in a meditation session to enhance their emotional wellness.	Dr. Marie R. Bleus, Principal and Ms. Kartia, Louis-Jean, Assistant Principal
08/19/20 AM	Review of SIP -School Culture and Academic (Results)	Participants will discuss and review the school culture and academic portion of the SIP by utilizing the so what, now what protocol.	Dr. Marie R. Bleus, Principal and Ms. Kartia, Louis-Jean, Assistant Principal
08/19/20 AM	Parent Involvement & Engagement- Communication Strategies	Participants will be involved in learning about strategies to increase parent involvement and effective communication through Distance Learning Practices.	Dr. Onaidy Moran, Literacy Coach, Mr. Odilson Ambroise, Math teacher, and Shahllynn Ramontal, Reading teacher
08/19/20 PM	Best Practices to Enhance Staff and Students Social and Emotional Wellness	Participants will engage in learning opportunities strategies that will enhance their Distance Learning Practices and increase student engagement, social, and emotional wellness.	Dr. Onaidy Moran, Literacy Coach, Mr. Odilson Ambroise, Math teacher, and Shahllynn Ramontal, Reading teacher
08/27/20 PM		Participants will be involved in acquiring distance learning student's engagement techniques.	Dr. Onaidy Moran, Literacy Coach, and Shahllynn Ramontal, Reading teacher