



SCHOOL IMPROVEMENT PROCESS 2019-2020



ACCELERATING EXCELLENCE



School Location # -0341

**Name of School - ARCH CREEK ELEMENTARY
SCHOOL**

MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

0341-Arch Creek Elementary

Principal (Last Name, First Name)

Bazile, Marie

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

Burch-Oliver, Potria

MTSS Coordinator (Last Name, First Name)

Dupree, Kendra

Demographic Overview

Arch Creek Elementary School's administrators, teachers and staff strive to foster lifelong learners. The school services approximately 473 students. Our school has an ethnically and a socioeconomically diverse student population. 89% of students are black, non-Hispanic, 10% Hispanic, 2% white, non-Hispanic, and 1% other, or multi-racial. Economically disadvantaged students account for 87% of the school's population. Additionally, 96% of the students participate in the standard curriculum, 5% of students are Students with Disabilities (SWD), 47% are classified as English Language Learners (ELL), and about 6% of students participate in the Gifted program.

Current School Status

a. Provide the School's Mission Statement

The mission of Arch Creek Elementary School is to foster a rich, positive, and educational setting where students can achieve their maximum potential by providing a challenging curriculum with respect to their cognitive, religious, social, and linguistic differences.

b. Provide the School's Vision Statement

The vision of Arch Creek Elementary School with the support of staff, parents, and community acknowledges the needs of every child, provides academic achievement and increase self-esteem in a safe, nurturing environment that promotes emotional and social growth with the means to succeed in meeting the challenges of a changing world.

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.

The Arch Creek campus is quite unique in that it is home to two schools. Arch Creek Elementary shares the campus with North Miami Middle School. The two schools share the media center and the cafeteria. Each school has its own faculty, staff, and administrators and offers a rigorous curriculum that addresses the needs of all students. Having identified our challenges, staff is working cooperatively to address them in a proactive manner. Arch Creek Elementary has a Bilingual School Organization (BISO) program for students in Kindergarten, 1st, and 2nd. The program's mission is to foster a rich and positive multicultural education by providing students the opportunity to learn a second language. The school also offers special area classes that include Music, Art,

French and Physical Education. In addition to the above-mentioned classes, the school offers before and after school tutoring for struggling students in an effort to ensure that all students are able to meet grade level expectations. This is with the opportunity to learn a second language. Arch Creek's third year implementing the Voluntary Pre-Kindergarten for four year old students.

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

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

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 2018-2019 School Climate Survey, Attendance shows a 6 percentage point increase for 0-5 absences.	If there is a significant increase in student attendance, then learning gains and student assessment scores will increase. Attendance has a direct impact on learning and student performance.	Attendance Initiatives Celebrate Successes Effective Use of School and District Support Personnel
	According to the 2018-2019 School Climate Survey Feedback from staff, children attending my school receive a good education improved by 9 percentage points, from 75% to 84%.	If children attending my school receive a good education increases, then overall academic performance of students will display significant improvement.	Celebrate Successes Rewards/Incentives Effective Use of School and District Support Personnel
	According to the 2018-2019 School Climate Survey Feedback from staff, Staff feelings of safety and security	If staff feelings of safety increase, then the retention of teachers will sustain. The retention of teachers is	Consistent Protocols to Maintain a Healthy

	increased by 7 percentage points, from 83% to 90%.	essential for the continuity of effective instructional planning and delivery.	and Safe School Environment Communicate With Stakeholders Empower Teachers And Staff
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Essential Practice for Significantly Improved Data Findings (Sustained)

Celebrate Successes

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 2018-2019 School Climate Survey Feedback from staff, Administrators solve problems effectively decreased by 4 percentage points from 65% to 69%.	If staff perceive that Administrators solve problems effectively, then staff morale will increase thereby having a positive impact on student achievement.	Leadership Visibility and Accessibility Communicate With Stakeholders Empower Teachers And Staff
	According to the 2018-2019 School Climate Survey Feedback from staff, school violence was sustained at 5%, the same as the previous year.	If school violence decreases or is sustained at or below 5%, then student referrals will decrease as well. If students feel safe, then student learning will increase.	Consistent Protocols to Maintain a Healthy and Safe School Environment Inclusivity, Tolerance and Anti-Bullying Mentorship Programs
	According to the 2018-2019 School Climate Survey the percentage of students with 1 disciplinary referral increased by 3 percentage points, from 5% to 8%.	If we continue to implement the school discipline plan with social-emotional and mental health support, then student referrals will decrease. This will increase student time in classrooms, therefore positively impacting student achievement.	Effective Use of School and District Support Personnel Character Education/Values Matter Rewards/Incentives

Essential Practice for Neutral Data Findings (Secondary)

Consistent Protocols to Maintain a Healthy and Safe School Environment

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 2018-2019 School Climate Survey Feedback from staff, Personnel work together as a team significantly decreased by 17 percentage points, from 75% to 58%.	If staff perception that we work as a team improves, then we will be able gain buy in from teachers to participate in leadership decisions.	Shared Leadership Leadership Visibility and Accessibility Communicate With Stakeholders
	According to the 2018-2019 School Climate Survey Feedback from staff, Overall participation in the school climate survey by staff decreased from 39 to 19 staff responses.	If staff perceives the importance of their input is valued, then participation in surveys and other staff initiatives will improve.	Empower Teachers And Staff Communicate With Stakeholders Empower Teachers And Staff
	According to the 2018-2019 School Climate Survey Feedback from staff, My principal deals with conflict constructively decreased by 12 percentage points, from 60% to 48%.	If staff perceives the principal's "open door" policy as an invitation to share concerns, then the opportunity to resolve conflicts will improve.	Leadership Visibility and Accessibility Communicate With Stakeholders Empower Teachers And Staff

Essential Practice for Significantly Decreased Data Findings (Primary)

Shared Leadership

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
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			Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According the 2018-2019 FSA Data, 4th grade students demonstrated significant improvement in ELA from 37% to 51%, with a 14 percentage point increase.	This data is compelling because we feel the students benefited from collaborative planning and planning with the end in mind.	Data-Driven Instruction Collaborative Data Chats Data-Driven Decision Making
	According the 2018-2019 FSA Data, 3rd grade students demonstrated significant improvement in Math from 46% to 53%, with a 7 percentage point increase.	This data is compelling because we feel the students benefited from the knowledge and expertise of the teachers which creates a pathway towards proficiency for all students.	Collaborative Data Chats Collaborative Learning / Structures Standards-Based Collaborative Planning
	According the 2018-2019 FSA Data, 4th grade students demonstrated significant improvement in Math from 59% to 66%, with a 7 percentage point increase.	This data is compelling because we feel the students benefited from targeted differentiated instruction which allowed teachers to better meet students' needs.	Differentiated Instruction Standards-Based Collaborative Planning Extended Learning Opportunities

Essential Practice for Significantly Improved Data Findings (Sustained)

Data-Driven Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to 2018-2019 FSA ELA data, students in the L25% demonstrated neutral findings, from 56% to 60% in Level 3-5.	This ELA data is important because although there was a gain, it was not a significant increase. Reading is the foundation for many subject areas and we run the risk of affecting our school's overall	Corrective Feedback for Students

	This was a 4 percentage point increase.	performance if this area does not make a significant increase.	Collaborative Data Chats Extended Learning Opportunities
	According to 2018-2019 FSA Math data, students in the L25% demonstrated neutral findings from 48% to 45% in Level 3-5. There was a 3 percentage point decrease.	This Math data is important because it reflects a decrease and signifies that instructional strategies will have to be differentiated based on students' needs.	Differentiated Instruction Data-Driven Instruction Data-Driven Decision Making
	According to 2018-2019 FSA Math data, 53% students scored Level 3-5. There was a 1 percentage point decrease from 54%.	This data is significant because although the drop was minimal, if we ensure that students understand the math concepts they will score on grade level.	Checks for Understanding Data-Driven Instruction Differentiated Instruction

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	According the 2018-2019 Data, 5th grade students demonstrated significant decrease in Science from 38% to 24%. There was a 14 percentage point decrease.	This data is compelling because of the allocation of resources given to 5th grade throughout the school year, the investment was not evident.	Effective Curriculum and Resource Utilization Data-Driven Instruction Standards-Aligned Instruction
	According the 2018-2019 Data, 5th grade students demonstrated significant decrease in ELA from 66% to 36%. There was a 30 percentage point decrease.	This data is compelling because this was a missed opportunity to continue with the gains of these students from the previous year.	Corrective Feedback for Students Data-Driven Instruction

			Differentiated Instruction
	According the 2018-2019 Data, 5th grade students demonstrated significant decrease in Math from 57% to 51%. There was a 6 percentage point decrease.	This data is compelling because these students made a significant drop in proficiency from the previous year by 6 percentage points. Therefore we must strengthen instructional practices to become more targeted to assist all students in reaching proficiency.	Differentiated Instruction Data-Driven Instruction Data-Driven Decision Making

Essential Practice for Significantly Decreased Data Findings (Primary)

Effective Curriculum and Resource Utilization

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

Celebrate Successes

Primary Essential Practice

Shared Leadership

Secondary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Instruction

Primary Essential Practice

Effective Curriculum and Resource Utilization

Secondary Essential Practice

Checks for Understanding

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.

At Arch Creek, the school leadership team sets high expectations for all learners. Although the majority of our students are second language learners, we believe in our students' ability to learn regardless of barriers. The SLT reiterates the priority focus on the needs of learners in all aspects of planning and data discussions.

As evidenced by:

The school's mission is to instill commitment to students by promoting the school's vision and ACE pledge on morning announcements, recognizing student successes, and engaging students in all areas of academia. Decisions at Arch Creek are made with the students' best interests in mind.

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

The School Leadership Team will use the Commitment to Students competency in the SIP by addressing the decline in specific data points with our fifth grade students. The SLT will explore ways to build the science program at ACE for all grade levels, thereby manifesting in an improvement in 5th grade science scores.

Competency 2: Focusing on Sustainable Results

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

At Arch Creek the School Leadership Team will continue to work to have a positive school culture. The SLT will develop a plan to continue the momentum gained by the increase in student and staff attendance. We will continue to celebrate the successes of students and staff with outstanding attendance.

As evidenced by:

As evidenced by the School Climate survey, the 6% increase in student attendance must be sustained. Additionally, the achievement in 3rd grade math is consistent and must be sustained across 4th and 5th grade.

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

The School Leadership Team will share the Data Map and highlight the areas improved. Student attendance will be promoted by incentives and highlighting perfect attendance each quarter. Staff attendance will be highlighted monthly at staff meetings. More targeted instruction following assessments will help Arch Creek sustain results by regularly tracking progress and expanding on the course of actions that have made improvements in 3rd grade math.

Competency 3: Developing Others

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

Arch Creek's reality is teachers need more Professional Development, coaching cycles, and training to increase the academic performance of students. Our School Leadership Team is actively building teacher leaders. The SLT is providing in house PD's and sharing best practices during collaborative planning to enhance teacher performance.

As evidenced by:

When looking at FSA Science data it shows a significant decrease in Science. For example, on the 5th grade FSA Science we decreased by 14% which was the lowest score when compared to others in the feeder pattern.

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

The School Leadership Team will set clear expectations regarding standards based instruction, provide staff training, effectively utilize resources (personnel, science lab, and instructional resources) to improve student

achievement. In addition the SLT will increase student access and opportunity for hands on experiences to gain knowledge of the science topics.

Competency 4: Engages the Team

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

At Arch Creek Elementary the School Leadership Team is committed to engaging the team by involving staff in the decision making process. Staff members are invited to attend EESAC meetings, participate in the SIP, and present best practices to colleagues during collaborative meetings/training.

As evidenced by:

This is evidenced by sharing data and best practices during collaborate planning and celebrating successes in staff meetings.

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

The School Leadership Team will use the Engages the Team competency in the SIP process as a goal to address the decrease in overall staff participation in the school climate survey and the staff's perception of teamwork which decreased by 17%.

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

Celebrate Successes**Priority Actions for the Sustained Essential Practice**

As a leadership team we will continue to celebrate the teachers and students as academic gains are reached. We will provide attendance incentives for both teachers and students.

Primary Essential Practice

Shared Leadership

Priority Actions for the Primary Essential Practice

The School Leadership team will implement team building activities designed to provide opportunities for teachers to share best practices during collaborate planning and school site training. We will also provide multiple opportunities for teachers to participate in the school improvement process and provide input during EESAC.

Secondary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

Priority Actions to Enhance the Secondary Essential Practice

The School Leadership team will reinforce the "open door" policy with staff and provide additional opportunities for the entire body to interact and access all aspects of the academic and cultural environment.

ACADEMIC PROGRAMS**Sustained Essential Practice**

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

The School Leadership Team is focused on data-driven instruction. Each grade level will participate in planning for standard based instruction. In addition, using data analysis and data chats we will group students according to their needs.

Primary Essential Practice

Effective Curriculum and Resource Utilization

Priority Actions for the Primary Essential Practice

The School Leadership Team will facilitate planning for effective differentiated instruction. We will continue monitor explicit teaching during walk-throughs. Our goal is for students to receive consistent data-driven instruction.

Secondary Essential Practice

Checks for Understanding

Priority Actions to Enhance the Secondary Essential Practice

The School Leadership team will be continue to monitor academic vocabulary instruction and explicit teaching. Additionally, we will be providing effective resources so that teachers can monitor student progress through the process of checking for understanding as students complete individual tasks.

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 we celebrate successes, continue to strive for shared leadership opportunities with staff during collaborative planning, and implement team building activities , then the school culture will improve overall.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we utilize data driven instruction, make effective use of instructional resources, and ensure teachers check for student understanding during individual assignments so that comprehension is gained.

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 1 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 (08/15/19) AM-PM	Phase I Topic <i>What topic will be shared?</i> <ul style="list-style-type: none"> • <i>Data and Systems Review Summary</i> • <i>School Leadership Core Competency Course Reflections</i> • <i>Sustained Essential Practice</i> • <i>Primary & Secondary Essential Practice Selections</i> • <i>Priority Actions</i> • <i>Outcome Statements</i> 	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?
08/15/19 A.M.	Data and Systems Review	Framework of Effective School Culture: Activity. Through a power point staff will be introduced to the framework. Groups will be formed to read and discuss each section of the framework to share key points and provide input.	Marie Bazile, Principal and Potria Burch-Oliver, A.P.
08/15/19 A.M.	Data and Systems Review	School Climate Survey: SIP Culture Review. Share student and staff responses to the Survey. Discuss and share out impact and areas of concern.	Potria Burch-Oliver, A.P.
08/15/19 A.M.	Data and Systems Review	Academic Data Findings/ Data Activity. Data Maps distributed, staff complete a sample of each: significantly improved, neutral, and significantly decreased. Share out why data selected.	Marie Bazile, Principal and Potria Burch-Oliver, A.P.
08/15/19 A.M.	School Leadership Core Competency Course Reflections	Phase 1 of SIP shared with staff and input solicited of each of the school leadership core competencies.	Potria Burch-Oliver, A.P.
08/15/19 P.M.	Priority Actions Outcome Statements	Phase 1 of SIP shared with staff and input solicited of Essential Practices.	Potria Burch-Oliver, A.P.

08/15/19 P.M.	Priority Actions Outcome Statements	Phase I of SIP shared with staff and input solicited of Priority Actions and Outcome Statements.	Potria Burch-Oliver, A.P.
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