

# MIAMI DADE COUNTY PUBLIC SCHOOLS

## School Improvement Process

### School Information

#### Name of School (School Number - School Name)

1521 - Amelia Earhart Elementary

#### Principal (Last Name, First Name)

Wiggins, Lisa K.

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

Gonzalez-de Leon, Judy

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

Gonzalez-de Leon, Judy

#### Demographic Overview

Amelia Earhart Elementary School, a Title I school. The school is within the Miami-Dade County Public School District, serving 395 students, ages 4 to 12 in pre-kindergarten through fifth grade. The school population is 88.4% Hispanic, 9.1% African American, 2.3% White Non-Hispanic, and .25% Asian. About 87% of the students at the school are part of the free/reduced lunch program. Out of the entire student population, 38% are in the English Language Learners (ELL) program and 25% are part of the Exceptional Student Education Program (ESE).

#### Current School Status

##### a. Provide the School's Mission Statement

Amelia Earhart Elementary is committed to the academic achievement of all our students. Curriculum is implemented to meet the needs of our multicultural student population and community. We will enhance students' academic performance, develop students' life skills for functioning independently in our information age, and provide parents and guardians opportunities to improve adult literacy. Our mission is to exceed our stakeholders' expectations for student achievement through a continuous cycle of analyzing students' academic needs, making data-driven decisions and collaborating with parents and the community in a win-win partnership.

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

Our vision is to provide a nurturing, safe environment where we promote multicultural education, increase student achievement, and prepare our students for the world of work, equipping them to become productive citizens. We are devoted to ensuring the academic success of all our students. We are strongly committed to reaching our goals by working shoulder-to-shoulder with parents and community members, for the betterment of our students.

#### 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.

Amelia Earhart Elementary is an urban public school located in the North Central Region of Miami-Dade County. The school is on 10.59 acres of land in the city of Hialeah. Amelia Earhart's population draws primarily from its surrounding area. The city of Hialeah is the second largest city in Miami-Dade serving over 240,000 residents (55,000 are children 18 and younger), 95% being Hispanic. The estimated median income for the residing residents is \$29,600. There are 19.7% of families with children 18 and younger living below poverty

level, approximately 35% of children in Hialeah are living in single-parent homes, and 83% of Hialeah children in grades K-8 are in the free/reduced lunch program. Amelia Earhart Elementary, a Title I school, is one of 208 elementary schools in the Miami-Dade County Public School system in the city of Hialeah which serves pre-kindergarten through fifth grade students. Amelia Earhart Elementary strives to provide a high quality education throughout all areas for all students while maintaining a safe and inviting learning environment. Ensuring the well being of the students is a priority, and continuously encouraged. The school's academic programs include Special Education (SPED), Gifted, English Language Learners (ELL), Extended Foreign Language (EFL), and General Education. Amelia Earhart Elementary has a large population of students receiving free/reduced lunch. Many educational services are also provided through before/after school tutoring, extracurricular activities, and intervention programs. Parental involvement is supported through Parent Outreach workshops.

### **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

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	According to the 2020 School Culture SIP Survey – Developing Others tab on PowerBI, 49% of teachers agreed with receiving guidance in using data to plan for instruction on a weekly basis. Compared to the 2019 results where 21% agreed with the same statement, we have increased 28 percentage points.	Our diverse student population has varying social and academic needs that hinder their progress. It is necessary that we monitor student progress using ongoing data with fidelity and consistency in order to bridge the social and learning gaps. Weekly data chats utilizing various data points will ensure students receive appropriate remediation/enrichment to bridge both the social and academic gaps.	Response to Early Warning Systems (EWS)  Empower Teachers And Staff  other  Collaborative Data Chats
	According to the 2020 School Culture SIP Survey – Commitment to Students tab on PowerBI, 83% of teachers agreed with attending collaborative planning sessions on a weekly basis. Compared to the 2019	Weekly collaborative planning allows teachers to share best practices on the different standards across all curriculums. The engaging and purposeful lessons that are developed are aligned to the Florida Standards which maximize student outcome.	other  Collaborative Learning/Structures  Empower Teachers And Staff

	results where 49% agreed with the same statement. We have increased 34 percentage points.		Collaborative Spaces
	According to the 2020 School Culture SIP Survey – Developing Others tab on PowerBI, 70% of teachers agreed with being supported by the instructional coach on a weekly basis. Compared to the 2019 results where 46% agreed with the same statement. We have increased 24 percentage points.	Scheduled collaborative planning sessions with the instructional coach will provide guidance and support to the instructional staff. The instructional coach and instructional staff will develop engaging lessons that will focus on the Florida standards in order to increase mastery of the standards. Collaboration will encourage teachers to share and discuss strategies, concerns, and problem-solve to meet the the learning modalities and needs of our diverse student population.	Communicate With Stakeholders Effective Use of School and District Support Personnel Promoting Growth Mindset

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

Collaborative Data Chats

<b>Data Rating</b>	<b>Data Findings &amp; Area</b> <small>Be specific in defining each data element below.</small>	<b>Rationale for Selection of Data</b> <small>Why was this data finding selected as being most impactful?</small>	<b>Connected Essential Practices</b> <small>Which Essential Practice(s) contributed most to the data findings?</small>
<b>Neutral Data Findings</b>	On the 2020 School Culture SIP Survey – Focus on Sustainable Results tab on PowerBI, 80% of faculty and staff members agreed that progress monitoring data is utilized throughout the school year to ensure students receive appropriate remediation/enrichment. Compared to the 2019 results where 80% agreed with the same statement, we have not shown any increase.	Our diverse student population has varying social and academic needs that hinder their progress. It is necessary that we monitor student progress with fidelity and consistency in order to bridge the social and learning gaps. The progress monitoring will ensure students receive appropriate remediation/enrichment to bridge both the social and academic gaps.	Communicate With Stakeholders Empower Teachers And Staff Response to Early Warning Systems (EWS)
	On the 2020 School Culture Climate Survey tab from PowerBI, feedback from the students indicated that 52% of students agreed that teachers make them want to learn. Compared to the 2019 results where 52% agreed with the same statement, we have not shown any increase.	Although teachers collaboratively plan and share best practices, there is still 48 percent of the student population who feel teachers make them want to learn. Engaging activities that allow students to work collaboratively to explore and problem-solve need to be infused into the development of lessons across all grade-levels and subject areas, therefore, increasing the percentage of students in grades 3-5 achieving proficiency. It is essential to promote student learning with	Celebrate Successes Collaborative Spaces Staff-Student Connections

		consistency in order for students to develop the intrinsic motivation to learn.	
	On the 2020 School Culture Student Level Data tab on Power BI, 34% of students were absent 0-5 days. Compared to the 2019 results where 35% were absent 0-5 days there was only a one percent decrease.	Despite of our school-wide attendance plan, student absences and/or early dismissals are still a concern. The students in the SPED self-contained units have excessive absences due to their ailments. However, if students are not in school, they are not learning what is being taught and could be in jeopardy of falling behind, therefore, impacting their academic progress and performance.	Attendance Initiatives Staff-Student Connections Rewards/Incentives

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

#### Attendance Initiatives

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	According to the 2020 School Culture Teacher Level Data tab on PowerBI, 0% of teachers had zero days absent and 65% had 0.5-10 days absent throughout the 2019-2020 school year. Compared to the 8% of teachers that had zero days absent and 22% who had 0.5-10 days absent throughout the 2018-2019 school year. This indicates a decrease of eight percentage points with zero absent days and 43 percentage points increase with 0.5-10 days absent.	The amount of days a teacher is absent can have an adverse impact on student learning. Research shows that teachers who are frequently absent have a significant decrease in student outcomes. Due to multiple teachers being absent at the same time and the lack of substitutes forces the splitting of classes which can negatively interrupt student learning.	Promoting Growth Mindset Rewards/Incentives School Spirit, Pride and Branding
	According to the 2020 School Culture Student Level Data tab on PowerBI, 15% of the 5th grade population received two or more referrals throughout the school year. This is 6 percentage points higher than the 9% of 5th grade students who received two or more referrals during the 2018-2019 school year.	The disciplinary concerns in 5th grade can have a negative impact on student learning. The misconducts and/or lack of attendance can lead to other students being distracted, and/or interrupt the delivery of instruction.	Celebrate Successes Character Education/Values Matter Rewards/Incentives
	On the 2020 School Culture Climate Survey tab on PowerBI, staff feedback indicated that 36% strongly agreed with that the overall climate at our school is	Even though some strategies to support an overall positive climate at our school have been implemented it has fallen short of its expectations. Team-building activities and opportunities to engage	School Spirit, Pride and Branding Family Engagement

	<p>positive and helps students learn. Compared to the 2019 results where 42% strongly agreed with the same statement, a decrease of 6 percentage points.</p>	<p>stakeholders have to be provided with more frequency and fidelity in order to better facilitate a climate that is positive, encourages learning, and collaboration among stakeholders. It is necessary to continue increasing a sense of pride and belonging since it can have a measurable effect on student performance.</p>	<p>Collaborative Spaces</p>
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**Essential Practice for Significantly Decreased Data Findings (Primary)**

School Spirit, Pride and Branding

**DATA AND SYSTEMS REVIEW ORGANIZER**

**ACADEMIC PROGRAMS**

<p><b>Data Rating</b></p>	<p><b>Data Findings &amp; Area</b>  Be specific in defining each data element below.</p>	<p><b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?</p>	<p><b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?</p>
<p><b>Significantly Improved Data Findings</b></p>	<p>According to the 2020 Academic Programs Summary tab on PowerBI, the predicted proficiency for the 5th Grade ELA population was 57%. Compared to the 2019 results of 39%, this is an increase of 18 percentage points.</p>	<p>These findings indicate that the use of data helped to identify students, their academic needs, and differentiate instruction accordingly. The delivery of instruction was focused and purposeful, during both whole group instruction and small group teacher led instruction which helped increase student mastery of the ELA standards.</p>	<p>Collaborative Data Chats  Data-Driven Instruction  Standards-Based Collaborative Planning</p>
	<p>According to the 2020 Academic Programs Summary tab on PowerBI, the predicted proficiency for the 5th Grade Math population is 57%. Compared to the 2019 results of 41%, this is an increase of 16 percentage points.</p>	<p>These findings indicate that the use of data helped to identify students, their academic needs, and differentiate instruction accordingly. The delivery of instruction was focused and purposeful, during both whole group instruction and small group teacher led instruction which helped increase student mastery of the Math standards.</p>	<p>Collaborative Data Chats  Data-Driven Instruction  Standards-Based Collaborative Planning</p>
	<p>According to the 2020 Mid-Year Data Map, 42% of the FSA level 2.2 subgroup in grades 4-5 scored within the Tier 1 in the iReady ELA AP2. Compared to the 11%</p>	<p>This data finding proved that collaborative instructional planning and resources used by teachers was effective. These resources were implemented for remediation and/or enrichment during the teacher led small group instruction which allowed targeted students to become proficient and/or maintain proficiency in identified</p>	<p>Instructional Support/Coaching  Differentiated Instruction</p>

	<p>from the iReady ELA AP1 there is an increase of 31 percentage points.</p>	<p>standard. Although all student groups made significant learning gains it was most evident in the subgroup of students who earned an FSA level 2.2 in grades 4-5.</p>	<p>Effective Curriculum and Resource Utilization</p>
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**Essential Practice for Significantly Improved Data Findings (Sustained)**

Standards-Based Collaborative Planning

<p><b>Data Rating</b></p>	<p><b>Data Findings &amp; Area</b>  Be specific in defining each data element below.</p>	<p><b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?</p>	<p><b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?</p>
<p><b>Neutral Data Findings</b></p>	<p>According to the 2020 Mid-Year Data Map, 100% of the students in grades 3-5 within the subgroup of regressed students scored within Tier 2 in the iReady Math AP2. Compared to the 100% from the iReady Math AP2. There was no increase evident from Tier 2 to Tier 1.</p>	<p>This data finding is impactful as it indicates that additional instructional planning for both, whole and teacher led group, needs to focus on specific standards based on student data. This will be beneficial in increasing student achievement for the students who have regressed.</p>	<p>Differentiated Instruction  Ongoing Progress Monitoring  Data-Driven Instruction</p>
	<p>According to the 2020 Academic Programs Data Map on PowerBI, 2nd grade had 38% of students in Tier 2 for iReady AP1. In comparison to iReady AP2, 38% of the 2nd grade student population remained in Tier 2. There was no change in the percentage of students in Tier 2.</p>	<p>This finding indicates that it is necessary we provide sound instruction for whole and teacher-led instruction for all subgroups that can have an effect on long-term student achievement and incremental progress towards closing the achievement gap. Students who remain in Tier 2 when entering 3rd grade may need additional support to move towards proficiency in reading.</p>	<p>Checks for Understanding  Differentiated Instruction  Ongoing Progress Monitoring</p>
	<p>According to the 2020 Academic Programs Data tab on PowerBI, 76% of the 1st grade population scored within Tier 2 in the iReady AP1. Compared to the 73% from the iReady AP2, there was a minimal decrease of 3 percentage points.</p>	<p>This finding indicates that it is necessary we provide sound instruction for whole and teacher-led instruction for all subgroups that can have an effect on long-term student achievement and incremental progress towards closing the achievement gap.</p>	<p>Checks for Understanding  Differentiated Instruction  Ongoing Progress Monitoring</p>

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

Differentiated Instruction

<p><b>Data Rating</b></p>	<p><b>Data Findings &amp; Area</b>  Be specific in defining each data element below.</p>	<p><b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?</p>	<p><b>Connected Essential Practices</b></p>
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			Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	According to the 2020 Academic Programs Data tab on PowerBI, 55% of the 5th grade student population scored within Tier 1 in the iReady Math AP2; 68% of this subgroup scored within Tier 1 in the iReady Math AP2 during the 2018-2019 school year. There is a decrease of 13 percentage points within this subgroup not meeting Tier 1 at mid-year checkpoint.	This data finding demonstrates that additional support is needed in this grade level. It is necessary that careful review of what is being implemented successfully or not, based on grade level expectations of the Florida Standards and essential practices be conducted in order to make adequate modifications. The modifications being made need to address students in each of the subgroups. This will ensure the diverse needs of all students are met.	Checks for Understanding Collaborative Data Chats other Student Data Trackers
	According to the 2020 Mid-Year Data tab on PowerBI, 0% of students who scored proficient in the FSA ELA in Spring of 2019 scored within Tier 3 on the iReady ELA AP1. Compared to the 4% who scored within Tier 3 on the iReady ELA AP2, an increase of 4 percentage points.	This data increase in comparative data indicates a need for improvement in grades 3-5. Students are not grasping grade level standards through whole and teacher-led small group instruction. A need for professional development in tracking ongoing student data utilizing reports from Performance Matters and Student Data Trackers in order to provide effective and targeted instruction in Reading.	Checks for Understanding other Student Data Trackers Data-Driven Instruction
	According to the 2020 Academic Programs Data tab on PowerBI, 11% of the 3rd grade student population had a scale score change from iReady Math AP1 to AP2. This was 2 percentage points less than the district's average for the 3rd grade population (13%).	This data finding demonstrates that additional support is needed in this grade level. It is necessary that careful review of what is being implemented successfully or not, based on grade level expectations of the Florida Standards and essential practices be conducted in order to make adequate modifications. The modifications being made need to address students in each of the subgroups. This will ensure the diverse needs of all students are met.	Checks for Understanding Collaborative Data Chats other Student Data Trackers

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

Student Data Trackers

**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 Data Chats

### **Primary Essential Practice**

School Spirit, Pride and Branding

### **Secondary Essential Practice**

Attendance Initiatives

## ACADEMIC PROGRAMS

### **Sustained Essential Practice**

Standards-Based Collaborative Planning

### **Primary Essential Practice**

Student Data Trackers

### **Secondary Essential Practice**

Differentiated Instruction

## 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.**

In regards to the Commitment to Students our school is at a level 3 competency. Our School Leadership Team fully supports initiatives, engaging activities and programs that benefit all students.

**As evidenced by:**

This is evidenced by the 2020 School Student Climate Survey in which indicates 81% of the student responses feel that teachers believe that students can succeed.

**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 School Improvement Process to develop action plans that promote and support initiatives, engaging activities and programs that will be implemented with fidelity and consistency that will hold all stakeholders accountable for high student expectations.

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

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

At this time our school is at level 4 competency for Focusing on Sustainable Results. The School Leadership Team will continue to provide support in data-driven instruction and the prioritization of activities since it has proven to be successful in sustaining student results with our diverse student population. Weekly collaborative data chats and planning will provide consistent tracking of student progress to ensure effective courses of action are put in place to achieve the desired results and minimize risks.

**As evidenced by:**

Student proficiency and learning gains in English Language Arts and Mathematics have increased which demonstrates school academic success. The implementation of continuous data-driven essential practices, ongoing progress monitoring, data tracking, data analysis, collaborative data chats, collaborative planning sessions, realigned differentiated instruction, data-driven instructional are effective in increasing student proficiency and maximizing student outcome.

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

The School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process to establish action plans that will be implemented with consistency. The action plan steps will focus on strategies and activities that will ensure that the desired results are achieved by maximizing student outcomes.

### **Competency 3: Developing Others**

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

In order to further develop and empower teachers the school's Leadership Team will ensure that staff members receive support such as coaching cycles, peer observations, training, and professional development in various areas. In addition, teachers will be given opportunities to share best practices to enhance delivery of instruction and student learning. Selected teachers will participate in reading and mathematics iCAD meetings offered by the district.

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

This is evidenced by the 2020 School Climate Survey which indicates 70% of instructional staff that are supported by an instructional coach and/or mentor on a weekly basis, and 18% on a monthly basis.

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

The School Leadership Team will assure that extended follow-up opportunities are provided, as well as, experiences to ensure understanding and implementation after initial professional development. Continuous feedback and individualized opportunities for training and development based on teachers' needs will be available.

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

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

In regards to Competency 4: Engages the Team our school is at a level 3 competency. The School Leadership Team currently engages the team by empowering all stakeholders in the shared vision, communicating information, and promoting team morale, as well as performance. In addition, committees are developed in order to engage teachers in creating initiatives that promote academic and social success for all students and stakeholders.

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

The 2020 Climate Survey Data indicated 83% of faculty and staff work together as a team. Teachers understand the school's vision and mission statement and feel they have a voice in the establishment of academic goals for the school year.

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

The School Leadership Team will use varying opportunities to promote teacher morale, increase leadership opportunities, and enhance teacher and student performance. Team building activities which will incorporate best practices will be part of every Faculty and Staff Meeting in order to encourage and foster the school's shared vision.

## **PART THREE**

### **PRIORITY ACTIONS DEVELOPMENT**

*School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the*

2020-2021 school year.

### Sustained Essential Practice

*SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2020-2021 school year.*

### Secondary and Primary Essential Practices

*SLTs will identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2020-2021 school year.*

### Priority Actions

*Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2020-2021 school year. These actions will be captured under Priority Actions.*

*The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2020-2021 school year.*

## SCHOOL CULTURE

### **Sustained Essential Practice**

Collaborative Data Chats

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

In order to empower teachers, staff, and students the school will continue to use collaborative data chats for collective problem-solving/concerns. Teachers will collaborate in data chats to identify trends to identify areas of strengths, as well as areas that need improvement. Students will also participate in collaborative data chats with instructional staff in order to monitor their data and foster accountability.

### **Primary Essential Practice**

School Spirit, Pride and Branding

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

The school faculty and staff will continue to provide a welcoming and inviting learning environment by providing a wide range of activities and/or programs to engage stakeholders throughout the school year. These school-wide activities and/or programs will help develop school pride among the students, faculty and staff. Each activity and/or program will promote school pride by involving students, staff, and/or parents in an aspect of our school. Students and faculty will be celebrated and/or rewarded with frequency for their academic and behavioral successes.

### **Secondary Essential Practice**

Attendance Initiatives

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

In order to improve student attendance, an attendance monitoring plan will be developed and fully implemented with fidelity to target students that are truant and/or have a trend of arriving late or leaving early. The Administration/Attendance Review Team will review the school-wide Attendance Plan with teachers, students, and parents.

## ACADEMIC PROGRAMS

### Sustained Essential Practice

Standards-Based Collaborative Planning

#### Priority Actions for the Sustained Essential Practice

The school will continue implementing standards-based collaborative planning as a way of improving instructional planning and delivery.

### Primary Essential Practice

Student Data Trackers

#### Priority Actions for the Primary Essential Practice

The school will use Student Data Trackers as a way to monitor student progress and guide development of purposeful instruction that will enhance and/or remediate student learning. This will allow students to master skills, strategies, and standards.

### Secondary Essential Practice

Differentiated Instruction

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

Differentiated Instruction will focus on historical data trends and ongoing data in order to identify areas of concerns within all grade levels, subgroups, and specific students. This will cater to providing students with instructional opportunities that support not only their learning needs, but also capture their interests, aspirations, and various learning styles and modalities.

## 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 our school successfully implements the Sustained Essential Practice of Collaborative Data Chats, then the School Leadership Team, teachers, instructional support personnel will work collectively to increase student mastery of the standards. If we successfully implement the Primary Essential Practice of School Spirit and Pride, then students and staff will have a positive and supportive learning and teaching environment. If we successfully implements the Secondary Essential Practice of Attendance Initiatives, then their will be an increase in student attendance.

## ACADEMIC PROGRAMS

### OUTCOME STATEMENT

#### Academic Programs

If our school successfully implements the Sustained Essential Practice of Standards-Based Collaborative Planning, then an increase in student proficiency and learning gains will be evident. If we successfully implement the Primary Essential Practice of Student Data Trackers, then there will be an increase in effective teacher response to students' targeted needs. If we successfully implement the Secondary Essential Practice of Differentiated Instruction, then proficiency in English Language Arts, Math, and Science among all subgroups will increase.

### OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

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

*The professional development should include a summary of the:*

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

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

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

### Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic <i>What topic will be shared?</i>	Process Description <i>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</i>	Activity Lead <i>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</i>
(08/20/20) AM-PM	<ul style="list-style-type: none"> <li>• <i>Data and Systems Review Summary</i></li> <li>• <i>School Leadership Core Competency Course Reflections</i></li> </ul>		

	<ul style="list-style-type: none"> <li>• <i>Sustained Essential Practice</i></li> <li>• <i>Primary &amp; Secondary Essential Practice Selections</i></li> <li>• <i>Priority Actions</i></li> <li>• <i>Outcome Statements</i></li> </ul>		
August 19, 2020 AM - Part 1	<p>Virtual Opening of School Meeting using Microsoft Teams/Zoom: -Team-Building: Developing Others -Present shared-vision for the new school year -Review of Policies and Procedures -Data and Systems Review Summary: Share accountability results with the instructional staff and highlight areas of strengths and opportunities for improvement.</p>	<p>Agenda, powerpoints, and documents shared will be posted on the school's website to ensure all stakeholders have access to the information presented.</p>	<p>Ms. Lisa Wiggins, (Principal) Mrs. Judy Gonzalez-de Leon (Assistant Principal), Mrs. Sandy Palacios (Reading Coach)</p>
August 19, 2020 AM - Part 2	<p>District-wide Core Practices; Sitebased compliance agenda, procedures, updates</p>	<p>-Superintendent's message regarding the 5 Key Principles Guiding the M-DCPS Approach to Re-Opening of Schools. -Review site-based compliance information regarding phases of transition back to brick and-mortar school, revisions to faculty/staff handbook, emergency procedures, additional updates</p>	<p>Superintendent's Reopen Smart/Reopen Safe message (voiceover Powerpoint delivered virtually): <a href="http://reopening.dadeschools.net/index.html">http://reopening.dadeschools.net/index.html</a>; Ms. Lisa Wiggins (Principal) and Mrs. Judy Gonzalez-de Leon (Assistant Principal)</p>
August 19, 2020 PM - Part 1	<p>Synergy Overview of Key Concepts and Presentation of the new School Improvement Process - Phase I Highlight the sustained and essential practices, as well as, the priority actions.</p>	<p>Through the use of a shared powerpoint presentation via Microsoft Teams/Zoom and a PDF handouts the leadership team will present: - Responsible Digital Connections/Netiquette - Tools to connect and improve school climate and culture - Communicating Effectively with Parents in a Virtual</p>	<p>Mrs. Sandy Palacios (Reading Coach)</p>

		Environment -Brain breaks -2020-2021 School Improvement Plan Primary and Secondary Essential Practice Selections.	
August 19, 2020 PM - Part 2	-Outcome Statements - School Content PD Needs -Data-driven Collaborative Planning	Virtual PD through Microsoft Teams/Zoom: -Share and discuss outcome statements (SIP Phase I) -Microsoft Teams -Zoom tools for student engagement -Digital Communication Tools - Engage each stakeholder in the utilization of data (PowerBI reports) in order to identify trends within subgroups per grade level.	Ms. Lisa Wiggins (Principal) and Mrs. Sandy Palacios (Reading Coach)
August 20, 21, 24, 25, 26, 2020	District Developed Trainings from School Operations & Human Resources	Virtual PD: -Getting Started and Setting Up the innovative instructional program - Customizing Classroom Pages and Courses -Digital Learning Tools -Welcome Message (video, etc.) to students -On-Demand sessions on subject areas - Leading with Equity in Mind	On-Demand Webinars
August 27, 2020	District Developed Trainings from School Operations & Human Resources	Virtual PD through Microsoft Teams/Zoom: -COVID-19 reporting procedures - Supporting student and employee mental health - Effective Family Communication Strategies for Schools -Personal Protective Equipment/School Readiness	Ms. Lisa Wiggins (Principal) and Mrs. Judy Gonzalez-de Leon (Assistant Principal)

## Phase II

### Action Planning

### Consensus – Define – Implement

**Phase II will be developed and executed by the school as described below:**

#### **Phase II Development & Stakeholder Engagement**

***August 17 – August 28, 2020***

- *Provide Opening of Schools Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan*

- *Develop School Culture and Academic Programs Implementation Steps*

*Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 28, 2020.*

### **Implementation Steps Requirements:**

- *Align to the school's Outcome Statement, Essential Practices and Priority Actions*
- *Provide specific implementation dates*
- *Describe the specific action or activity that will take place*
- *Include the name(s) and position(s) of the person(s) responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- *Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring*

### **Quarter 1 Implementation**

**August 31 – October 16, 2020**

- *Participate with the School Leadership Team in a Region Review Process*
- *Meet with the EESAC to review and approve Phase I & II of the School Improvement Process*
- *Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*
- *Conduct an Impact Review to gather qualitative data that will inform the Quarter 1 Systems Review*

*During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal impact review that will inform their Systems Review and Data Reflection.*

### **Every Student Succeeds Act (ESSA) Data Incorporation**

- *In Phase II you will be asked to identify any subgroup(s) that fell below the 41% threshold according to the Federal Index (link below). If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in the Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. In addition to the data provided on the SIP Dashboard, the school's entire ESSA Report Card may be viewed by using this link to the EduData site ([edudata.fldoe.org](http://edudata.fldoe.org)) in order to assist in the identification of those target subgroup(s).*
- [Federal Index and ESSA Support Categories](#)

*After analyzing the subgroup data, strategize how the **Priority Actions for the Primary Essential Practice (in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Furthermore, in the first quarter Implementation Steps, include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.*

**Quarter 1 Systems Review & Data Reflection**

**October 19 – October 30, 2020**

- Evaluate and reflect on the success of the Quarter 1 Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture and Academic Programs Quarter 2 Implementation Steps

After the Quarter 1 Implementation stage, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative and quantitative data gathered during the Impact Review. SLTs will develop better informed and refined Implementation Steps to execute during Quarter 2 Implementation.

**Quarter 2 Implementation**

**November 2 – December 18, 2020**

- Monitor the execution of Quarter 2 Implementation Steps to ensure a high degree of fidelity
- Title I Schools will upload their 2020-2021 Title I – Parent and Family Engagement Plan (PFEP)

During Quarter 2 Implementation, schools will execute Quarter 2 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence.

**SCHOOL CULTURE**  
**Quarter 1 Implementation**  
 (August 31 – October 16, 2020)

**School Culture Outcome Statement**

If our school successfully implements the Sustained Essential Practice of Collaborative Data Chats, then the School Leadership Team, teachers, instructional support personnel will work collectively to increase student mastery of the standards. If we successfully implement the Primary Essential Practice of School Spirit and Pride, then students and staff will have a positive and supportive learning and teaching environment. If we successfully implements the Secondary Essential Practice of Attendance Initiatives, then their will be an increase in student attendance.

**Sustained Essential Practice**

Collaborative Data Chats

**Priority Actions for the Sustained Essential Practice**

In order to empower teachers, staff, and students the school will continue to use collaborative data chats for collective problem-solving/concerns. Teachers will collaborate in data chats to identify trends to identify areas of strengths, as well as areas that need improvement. Students will also participate in collaborative data chats with instructional staff in order to monitor their data and foster accountability.

Implementation Date(s)	Implementation Steps	Person(s) Responsible  (First & last name,	Expected Evidence  (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring  (How and Who?)
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		position)		
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	<p>The leadership team will analyze and interpret data weekly in order to discuss and identify possible areas of concern and strategies to maximize student outcome.</p>	<p>Lisa K. Wiggins (Principal), Judy Gonzalez-de Leon (Assistant Principal), and Sandy Palacios (Reading Coach)</p>	<p>As a result, weekly agenda and digitally recorded meeting will serve to capture what was reviewed and discussed. The digital recording of the meeting will also serve as a reflection piece to determine the student and teacher needs in order to provide additional support.</p>	<p>Weekly data discussions will be a part of the agenda for the Leadership Team Meetings. It will be monitored by Lisa K. Wiggins, Principal</p>
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	<p>The leadership team will collaborate with teachers in the integrated planning sessions weekly in order to develop focused, strategic, and rigorous teacher-directed instruction that is aligned with the Florida Standards.</p>	<p>Sandy Palacios, Reading Coach</p>	<p>As a result, weekly agenda and digitally recorded meeting will serve to capture what was reviewed and discussed. The digital recording of the meeting will also serve as a reflection piece to determine the student and teacher needs in order to provide additional support. Ongoing data reports from multiple sources such as, iReady and Power of BI, should reflect student progress. Lesson plans should reflect scaffolding instruction that is aligned with the Florida Standards.</p>	<p>Weekly virtual/physical instructional rounds will be conducted. Also, data reports will be analyzed bi-weekly to monitor student progress. It will be monitored by Lisa K. Wiggins (Principal), Judy Gonzalez-de Leo (Assistant Principal), and Sandy Palacios (Reading Coach)</p>
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	<p>The leadership team will meet bi-weekly with each grade-level to analyze, interpret, and use on-going data to adjust teacher-directed instruction and digital lessons that focus on the identified areas of need</p>	<p>Sandra Palacios, Reading Coach</p>	<p>As a result, on-going data reports will highlight identified students that are making adequate progress, stagnant, and are not moving at an adequate pace. Teacher-directed whole or small group instruction should reflect differentiation in modalities in order to maximize student achievement.</p>	<p>Weekly virtual/physical walkthroughs will be conducted that focus on whole group and small group instruction to ensure differentiation. Lisa K. Wiggins (Principal), Judy Gonzalez-de Leo (Assistant Principal), and Sandy Palacios (Reading Coach)</p>
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	<p>Engage in weekly monitoring, feedback and support, to ensure the fidelity of maintenance of depth of knowledge and commonality of</p>	<p>Lisa K. Wiggins, Principal</p>	<p>As a result, weekly walkthrough logs will serve to capture what was observed in order to provide meaningful feedback and/or support.</p>	<p>Weekly virtual/physical walkthroughs and data chats will be conducted. Data reports from the Power BI will be utilized. Lisa K. Wiggins (Principal), Judy Gonzalez-de</p>

	structures across content areas.			Leo (Assistant Principal), and Sandy Palacios (Reading Coach)
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### Primary Essential Practice

School Spirit, Pride and Branding

### Priority Actions for the Primary Essential Practice

The school faculty and staff will continue to provide a welcoming and inviting learning environment by providing a wide range of activities and/or programs to engage stakeholders throughout the school year. These school-wide activities and/or programs will help develop school pride among the students, faculty and staff. Each activity and/or program will promote school pride by involving students, staff, and/or parents in an aspect of our school. Students and faculty will be celebrated and/or rewarded with frequency for their academic and behavioral successes.

Implementation Date(s)	Implementation Steps	Person(s) Responsible  (First & last name, position)	Expected Evidence  (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Monthly team building activities will be implemented school-wide for students.	Lisa K. Wiggins (Principal), Sandy Palacios (Reading Coach)	As a result of the implementation of school-wide team-building activities, morale and collaboration will increase among the student population	Leadership Team (SLT) will conduct virtual/physical walkthroughs to ensure that planned activities are implemented with fidelity.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Team building activities will be implemented in faculty meetings.	Lisa K. Wiggins (Principal), Judy Gonzalez-de Leon (Assistant Principal), Sandy Palacios (Reading Coach)	As a result of the implementation of team building activities, an increase in teacher comradeship and in teacher morale will be seen in collaborative planning sessions and/or faculty meetings.	The Leadership Team (SLT) will schedule Team building activities on a focus calendar to ensure implementation
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The Leadership Team (SLT) and PTA will schedule school spirit week activities to promote student engagement.	Sandy Palacios (Reading Coach) and Betsy Narvaez (Paraprofessional)	As a result of Spirit Week activities, we should see an increment of student participation in future activities. This will increase student attendance, engagement, and morale.	Homeroom Teachers and PTA will keep count and log how many students participated. The Reading Coach, Sandy Palacios, will monitor.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Students will be recognized monthly for displaying desirable character traits.	Niurylin Weinstein (Counselor), Judy Gonzalez-de Leon (Assistant Principal)	As a result of recognizing students for desirable character traits we should see student morale increase, as well as an increase in student attendance.	The Leadership Team (SLT) will schedule and monitor monthly gatherings. A log will be kept to record attendees.

## Secondary Essential Practice

### Attendance Initiatives

#### Priority Actions for the Secondary Essential Practice

In order to improve student attendance, an attendance monitoring plan will be developed and fully implemented with fidelity to target students that are truant and/or have a trend of arriving late or leaving early. The Administration/Attendance Review Team will review the school-wide Attendance Plan with teachers, students, and parents.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The Attendance Review Committee (ARC) will meet to analyze attendance data from the previous school year (2019-2020) in order to identify students who had more than five excused/unexcused absences. These students will be monitored and provided support to improve attendance.	Judy Gonzalez-de Leon, Assistant Principal	As a result of the identification of students who have more than five excused/unexcused absences, truancy reports will indicate fewer absences for the identified students.	Daily attendance bulletin will be reviewed and immediate parent contact will be made. This will be monitored by the counselor.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The School-wide Attendance Plan will be reviewed with faculty and staff. Updates will be provided at bi-weekly Staff & Faculty Meetings.	Judy Gonzalez-de Leon, Assistant Principal	As a result, homeroom teachers will be able to identify and report students who are exhibiting a trend with absences, tardies, and or leave earlys. This will help reduce truancy trends within the student population. Decreased absences will be evident in identified students.	ARC will meet monthly to review attendance for students who have been identified by homeroom teachers. This will be monitored by the counselor and assistant principal.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The counselor will have an initial meeting with the parents of identified students to complete an attendance contract.	Judy Gonzalez-de Leon, Assistant Principal and Cecila Carrasco, Social Worker	As a result, the Parent & Student Attendance Contract will outline parent and student goals and expectations for the school year. Student Attendance Profiles will indicate fewer absences, tardies, and/or leave earlys for identified students. Parent Notification letters will indicate date and time of initial meeting.	A monthly calendar with scheduled truancy meetings will be distributed to teachers. Judy Gonzalez-de Leon, Assistant Principal

<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>ARC will review attendance reports weekly in order to identify students and classes who maintain perfect attendance, as well as students who have been absent. Students and classes with perfect attendance will be recognized through morning announcements and bulletin boards. Students with absences will be monitored.</p>	<p>Judy Gonzalez de Leon, Assistant Principal, and Cecilia Carrasco, Social Worker, Lisa K. Wiggins, Principal</p>	<p>As a result, the daily Attendance Bulletin should indicate a percentage decrease in student absence. The monthly Perfect Attendance Chart will identify the homeroom classes that have maintained perfect attendance throughout the month. Weekly Truancy Reports will reflect students who have absences.</p>	<p>Perfect Attendance charts will be monitored weekly. Judy Gonzalez-de Leon, Assistant Principal</p>
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**ACADEMIC PROGRAMS**  
**Quarter 1 Implementation**  
(August 31 – October 16, 2020)

**Academic Programs Outcome Statement**

If our school successfully implements the Sustained Essential Practice of Standards-Based Collaborative Planning, then an increase in student proficiency and learning gains will be evident. If we successfully implement the Primary Essential Practice of Student Data Trackers, then there will be an increase in effective teacher response to students' targeted needs. If we successfully implement the Secondary Essential Practice of Differentiated Instruction, then proficiency in English Language Arts, Math, and Science among all subgroups will increase.

**Sustained Essential Practice**

Standards-Based Collaborative Planning

**Priority Actions for the Sustained Essential Practice**

The school will continue implementing standards-based collaborative planning as a way of improving instructional planning and delivery.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16</p>	<p>Create and establish a common planning schedule with clearly defined protocols, planning timeframe, and expected products.</p>	<p>Lisa K. Wiggins (Principal), Sandy Palacios (Reading Coach)</p>	<p>As a result of common planning sessions, instructional lesson plans and teacher-directed instruction will reflect activities that are aligned with the Florida Standards, engage students in learning, and promote higher-order thinking.</p>	<p>Leadership team will conduct weekly virtual/physical walkthroughs to measure impact of common planning. The Leadership Team's notes will capture the instructional look-fors identified in previous Leadership Team meetings. Lisa K. Wiggins (Principal),</p>