

MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

0261-Bel-Aire Elementary School

Principal (Last Name, First Name)

Hill, Prudence

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

Maza, Monica

MTSS Coordinator (Last Name, First Name)

King, Jamal

Demographic Overview

Bel-Aire Elementary School serves a diverse population of students with 37% Black, 3% Asian, 57% Hispanic, and 4% White. It is not a community school as 80% of our students are transported in from the west side of US 1 on M-DCPS transportation. Our school is nestled in the Cutler Bay area in zip code 33157. Our school serves a population of 94.8% Free/Reduced Lunch, 27.2% ELL population and 9.8% ESE population. Students in our community have a variety of learning styles and teachers work diligently to accommodate these styles.

Current School Status

a. Provide the School's Mission Statement

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

b. Provide the School's Vision Statement

We are committed to provide educational excellence for all.

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.

Bel-Aire Elementary School is a relatively small school with 287 students whose socio-economic status is 94.8% Free and/or Reduced Lunch, 27.2% ELL and 9.8% ESE population. The school faces several challenges to improve its academic status over the past several years. Proficiency levels in reading have historically been among the lowest in the Miami-Dade County Public Schools (MDCPS), but under the direction of the Educational Transformation Office (ETO) in past years, several resources have been given to the school to improve reading proficiency levels and support the mathematics curriculum as well. Bel-Aire Elementary School was a "B" school during the 2019-2020 school year and therefore, our status has changed to that of Tier 1 Release school with no support from the Educational Transformational Office. Through Title 1 funds, a Transformation Literacy Coach has been purchased to continue supporting our teachers with instructional delivery. Our goal is to maintain our scores and high achieving instructional delivery. We offer Early Bird tutoring, a Math/Science Club, Title III tutoring when it becomes available at the beginning of the school year, and enrichment opportunities once the district allows these activities to take place. We have been winning participants in the Fairchild Challenge in the past five years. Our faculty and staff strives to make Bel-Aire Elementary School a safe and engaging environment for our students. Bel-Aire Elementary School highlights

several positive aspects of the school such as a Drum Line, the Fairchild Challenge, a Geometry Club and we are currently working on a Garden/Science Club and a Book Club. We look forward to celebrating many positive achievements this school year and for many years to come.

Are you a Title I School?

yes

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

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

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

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

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

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

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

Phase I includes:

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

Phase I

Data Analysis

Analyze - Reflect - Identify

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

July 15 - August 14, 2020

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

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

Phase I will conclude with each school:

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

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

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

Data and Systems Review

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

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

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

- **Significantly Decreased Data Findings:** Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.
3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled "Rationale for Selection of Data" for School Culture and Academic Programs.
 4. Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled "Connected Essential Practices". Input no more than three Essential Practices for each data finding (only one per each data finding is required).

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

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	Results from the 2019-2020 School Climate Student Survey from PowerBi indicate 68% of students strongly agree with the statement teachers "make me want to learn." This is a significant improvement from the 2018-2019 School Climate Student Survey where 49% of students strongly agree with this statement. This is a 19 percentage point increase.	Teachers utilize a variety of strategies and incentives to motivate students to learn. Additionally, vertical planning played a key role in understanding students and their needs. Teachers want to maximize learning opportunities and motivate all students to learn.	Rewards/Incentives Celebrate Successes Communicate With Stakeholders
	Results from the 2018-2019 School Climate SIP Survey from PowerBi in the area of Commitment to Students indicate 43% of instructional staff meet weekly to collaborate to improve student outcomes. Results of the 2019-2020 School Climate Instructional Staff Survey indicate a significant increase with 84% of instructional staff indicating they spend time collaborating weekly to improve student outcomes, a 39 percentage point increase from 43% in the 2018-2019 survey results.	Instructional staff monitors student data biweekly to ensure students are making adequate gains, discuss best practices and to make decisions about students in need of assistance. The school Literacy Coach meets with grade levels weekly to ensure instructional delivery and student gains are optimal.	Staff-Student Connections Shared Vision/Mission Empower Teachers And Staff
	Results from the 2018-2019 School Climate Instructional Staff Survey from PowerBi in the area of Developing Others indicate 48% of teachers felt supported by teacher leaders	The school has a dedicated Literacy Coach that allows for consistent collaborative planning and teacher	Mentorship Programs

	on a weekly basis. Results of the 2019-2020 School Climate Instructional Staff Survey indicate a significant increase in teachers feeling supported by teacher leaders with 70% indicating they are supported on a weekly basis, a 22 percentage point increase.	mentoring. The school has added mentors for new teachers to the school site to ensure all instructional staff members feel supported throughout the school year.	Empower Teachers And Staff Effective Use of School and District Support Personnel
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Essential Practice for Significantly Improved Data Findings (Sustained)

Communicate With Stakeholders

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	The District/Tiered Disciplinary Comparison Report from 2019-2020 on PowerBi demonstrates students with two or more disciplinary referrals remain the same as compared to Tier 1 schools in the district at 3% of students with two or more referrals. School disciplinary referrals remain neutral as compared to Tier 1 schools in the district.	Student disciplinary referrals should be closely monitored on a consistent basis by the counselor and administration to ensure optimal learning opportunities are provided to all students.	Character Education/Values Matter Rewards/Incentives Consistent Protocols to Maintain a Healthy and Safe School Environment
	Comparison results from the 2018-2019 and 2019-2020 Student School Climate Survey on PowerBi indicate neutral findings for the following statement, "My teachers are interested in how I do in the future." . Data indicates 53% of students strongly agreed with this statement in 2018-019 and 50% strongly agreed with this statement in 2019-2020.	Teachers should actively be engaged in how students set their personal academic goals during student data chats in the areas of I-Ready, Math/Science Topic Assessments, Bi-Weekly ELA Assessments and FSA.	Celebrate Successes Rewards/Incentives Staff-Student Connections
	Results from the 2018-2019 and 2019-2020 Student School Climate survey on PowerBi indicate neutral data where students strongly agree their teachers give them meaningful homework that helps them learn. Data indicates 49% of students strongly agreed with this statement in 2018-2019 and 51% in 2019-2020.	Assigned homework should be an extension of the daily lessons given to students. Students should feel it is important and it should support their learning efforts.	Promoting Growth Mindset Character Education/Values Matter other Early Bird Tutoring Availability

Essential Practice for Neutral Data Findings (Secondary)

Staff-Student Connections

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	Results of the 2019-2020 Instructional Staff Climate Survey on PowerBi indicate that 45% of instructional staff strongly agreed with the following statement, "I feel lack of concern/support from parents." This is a significant decrease from the 2018-2019 results of 21% of teachers strongly agreeing with this statement, a 24 percentage point decrease.	There is a growing concern with communication with parents/guardians at our school site due to a highly transient community. Several times contact numbers are inaccurate and it is very difficult to contact family members. The school will attempt to utilize alternate modes of communication such as social media and the school website.	Family Engagement Communicate With Stakeholders other Use of technology to communicate with parents/guardians.
	Results of the 2019-2020 Student Climate Survey on PowerBi indicate that 58% of students strongly agree with the statement, " Teachers make learning fun and interesting." This is a significant decrease from the 2018-2019 survey results which indicate 71% of students strongly agreed with this statement, a 14 percentage point decrease.	The school must ensure there is a balance between interest and challenging assignments for students. Students require school incentives that make learning fun and interesting. The school will ensure activities that will motivate and engage students at the school site. Opportunities to celebrate student successes will be scheduled throughout the school year.	Celebrate Successes Clubs and Extracurricular Programming School Spirit, Pride and Branding
	Results of the 2018-2019 Instructional Staff School Climate Survey on PowerBi indicate 11% of the staff strongly agreed with the statement, "I feel students are deficient in basic academic skills." Results of the 2019-2020 School Climate Survey indicate 40% of instructional staff strongly agreed with the statement. This is a significant decrease in how teachers feel about student basic academic skills, a 29 percentage point decrease.	The needs of the community are vast in academic success. Instructional is challenged with meeting the academic needs of the students they service. Additionally, non-academic needs of the students also affect student academic needs and progress.	Communicate With Stakeholders Family Engagement Mentorship Programs

Essential Practice for Significantly Decreased Data Findings (Primary)

Family Engagement

DATA AND SYSTEMS REVIEW ORGANIZER**ACADEMIC PROGRAMS**

Data	Data Findings	Rationale for Selection of Data	Connected
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Rating	& Area Be specific in defining each data element below.	Why was this data finding selected as being most impactful?	Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the Three Year Trend data report from PowerBI, FSA prediction scores results indicate ELA scores for grades three through five were projected to improve by seven percentage points from 45% to 52%.	Data demonstrated improvement based on consistent collaborative meetings with ELA teachers and the Literacy Coach. These collaborative planning sessions will continue throughout the 2020-2021 school year.	Differentiated Instruction Collaborative Data Chats Effective Curriculum and Resource Utilization
	According to 2019-2020 I-Ready Diagnostic results comparing AP1 to AP2 , Second Grade Mathematics results indicate a 15 percentage point gain in Tier 1 students from 3% to 18%.	Second Grade Mathematics teachers were consistent in conducting DI groupings and monitoring student math needs. Additionally, new teachers to the grade level were mentored by a master teacher in the area of mathematics from an intermediate grade. This will continue during the 2020-2021 school year.	Differentiated Instruction Data-Driven Instruction Instructional Support/Coaching
	Comparison results of the 2019-2020 District administered Science Baseline and Mid Year assessments indicate an increase of 13 percentage points from 51% proficiency to 64% proficiency as evidenced on school Performance Matters reports.	Instructional support from the district Curriculum Support Specialist, attendance at district ICAD meetings and hands-on science labs positively impacted growth in science instruction throughout the school year.	Instructional Support/Coaching Hands-on Learning Ongoing Progress Monitoring

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	Results of 2019-2020 I-Ready ELA comparison data from AP1 to AP2 in grades three and five indicate no significant change in the percentage of Tier 2 students. Students in Grade three and Five scored 28% and 24%, respectively in AP1 and 26% and 27% in AP2, respectively.	The number of English Language Learner students in those grade levels impacted movement from one tier to the next in a positive shift from Tier 3 status to Tier 2 status. The support for these students in an inclusive model allows for reading gains according to results of the AP2 data.	Student Engagement Extended Learning Opportunities Technology Integration

Results of 2019-2020 I-Ready comparison data from AP1 to AP2 in grade five indicate changes in the number of Tier 3 students in the area of mathematics were neutral from 16% in AP1 to 11% in AP2, representing 7 and 5 students respectively.	The number of English Language Learner students in grade five impacted the number to Tier 3 students in math.	Student Engagement Extended Learning Opportunities Technology Integration
Results of 2019-2020 I-Ready comparison data indicate Tier 1 students in both the areas of reading and mathematics demonstrate no significant difference as evidenced with 41% in ELA and 40% in Math when comparing ELA to Math.	Data is consistent with the idea that strategies to support student learning should be cross content and supported by all instructional content area teachers/interventionists.	Collaborative Learning / Structures Effective Questioning/Response Techniques English Language Learners (ELL) Strategies

Essential Practice for Neutral Data Findings (Secondary)

Student Engagement

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	Results of the 2019 FSA Math data from the Three Year Trend FSA Data in grades three through five indicate an average proficiency of 69% of the students met proficiency compared to 59% as predicted for the 2020 FSA Math Assessment, a predicted decrease.	As a result of acquiring a new Fourth grade teacher of mathematics and not having the support of a Mathematics Coach, it was evident that more support was required to assist in this area.	Instructional Support/Coaching Effective Curriculum and Resource Utilization Hands-on Learning
	Results of 2019-2020 ELA I-Ready Comparison Data for AP2, Tier 1 students indicate percent of students meeting usage is significantly lower in grades two to five than in Kindergarten and First Grade. Sixty-nine percent usage in grades two through five and 90% usage in Kindergarten and First Grade, a significant decrease in usage.	Due to departmentalization and time constraints in the Intermediate grades, usage remains lower than usage in Primary grades. Due to lack of home technology, students are given opportunities during school time to complete I-Ready requirements.	Student Engagement Effective Curriculum and Resource Utilization Technology Integration
	Results of 2019-2020 Math I-Ready Comparison Data for AP2, Tier 1 students	Due to departmentalization and time constraints in the	Effective Curriculum and

	<p>indicate percent of students with lesson passing rates are significantly lower in grades two through five than in Kindergarten and First Grade. Fifty-three percent passing rates in grades two through five and 69% passing rates in Kindergarten and First Grade, a significant decrease in passing rate when comparing those grade levels.</p>	<p>Intermediate grades, usage remains lower than usage in primary grades. Due to lack of home technology, students are given opportunities during school time to complete I-Ready requirements.</p>	<p>Resource Utilization Student Engagement Technology Integration</p>
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Essential Practice for Significantly Decreased Data Findings (Primary)

Technology Integration

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

Communicate With Stakeholders

Primary Essential Practice

Family Engagement

Secondary Essential Practice

Staff-Student Connections

ACADEMIC PROGRAMS**Sustained Essential Practice**

Data-Driven Instruction

Primary Essential Practice

Technology Integration

Secondary Essential Practice

Student Engagement

PART TWO**SCHOOL LEADERSHIP CORE COMPETENCIES**

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

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

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

Commitment to Students includes certain behaviors such as:

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

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

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

A Focus on Sustainable Results includes certain behaviors such as:

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*

- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

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

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

Developing Others includes certain behaviors such as:

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

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

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

Engaging the Team includes certain behaviors such as:

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

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

Competency 1: Commitment to Students

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

The School Leadership Team is consistent in addressing the basic needs of all students in academic as well as emotional areas.

As evidenced by:

Explicitly supporting difficult decisions and policies by improving the school's practice of instruction and advanced learning for each and every student, regardless of ethnicity and background. The Leadership Team will

highlight positive attributes from students utilizing Values Matter. We will reward and incentivize positive behaviors and academic achievements school-wide with celebrations on a quarterly basis.

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

The School Leadership Team will conduct data chat sessions will ensure all grade levels are aligned with student academic needs will be utilized. Additionally, we will encourage students through teacher support and rewards and incentives.

Competency 2: Focusing on Sustainable Results

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

The School Leadership Team addresses academic concerns with a course of action that is quick and short term. We continuously track the progress of students by teachers and grade levels to ensure progress is being made and sustained.

As evidenced by:

Focusing on sustainable results including certain behaviors such as: prioritizing activities, implementing initiatives, and regularly tracking progress.

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

The School Leadership Team will demonstrate perseverance by taking courses of action such as monthly data chats, student data chats and faculty meetings that apprise all stakeholders of student progress and incentives to be used school-wide.

Competency 3: Developing Others

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

The School Leadership Team promotes professional learning and development through peer observation, peer mentoring and job-embedded professional development.

As evidenced by:

Developing others was evidenced by building rapport, presenting data, and generating points out of alternate ideas. Team building activities will be embedded within all faculty and staff meetings.

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

The School Leadership Team will further develop others by ensuring all staff members obtain the experiences and training needed to develop new skills and levels of capabilities via faculty meetings and on-site professional development sessions. Teachers that are trained outside the school site will provide other teachers and grade levels pertinent information for academic improvement during scheduled faculty and/or common planning sessions.

Competency 4: Engages the Team

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

The School Leadership Team engages the team by aligning efforts toward clear goals for academic improvement.

As evidenced by:

Engaging others was evidenced by modeling desired norms of behaviors and bringing staff together to communicate decisions or events to ensure that everyone has the information needed to support student learning.

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 School Improvement Process by communicating a compelling vision to motivate all stakeholders. All stakeholders will be apprised of all elements of the School Improvement Plan and how it guides the school's vision for culture and academic programs to make a positive impact on student learning.

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

Communicate With Stakeholders

Priority Actions for the Sustained Essential Practice

Modes of communicating with parents will be monitored frequently. Daily communication tools utilized by teachers such as Bloomz, Class Dojo, Remind, MS-Teams and Edmodo will be promoted through the school year. Use of social media and the school website will be consistently utilized to ensure all stakeholders are informed of all events occurring at the school site.

Primary Essential Practice

Family Engagement

Priority Actions for the Primary Essential Practice

In order to ensure the school site builds capacity for teacher leadership, several grade level and faculty wide activities will take place throughout the school year. Activities will include planning sessions, curriculum boosts across curriculum and opportunities for faculty to share best practices.

Secondary Essential Practice

Staff-Student Connections

Priority Actions to Enhance the Secondary Essential Practice

In light of the current pandemic, faculty and staff will embrace staff-student connections to ensure the social and emotional status of all students. Frequent monitoring and support from the school counselor and teachers will ensure students and staff make appropriate connections that will support healthy academic growth.

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

The leadership team will monitor I-Ready Diagnostic Assessment results, Topic Assessment data in mathematics and science and biweekly assessments in reading to ensure instruction is focused on student needs. Teachers will review data with the leadership team during data chats on a biweekly basis.

Primary Essential Practice

Technology Integration

Priority Actions for the Primary Essential Practice

Faculty and staff will consistently utilize the My School Online virtual learning tool along with technology practices that enhance communication and learning for students. Teachers will embrace Nearpod, Flip Grid and other technology offered by the district to integrate technology in student learning.

Secondary Essential Practice

Student Engagement

Priority Actions to Enhance the Secondary Essential Practice

Teachers and administration will offer rewards and incentives to maintain student motivation and engaged in learning. Students will be able to earn Seussical points to join virtual celebrations for meeting goals in attendance, academics and general behavior directed by the Values Matter core values supported by the district.

OUTCOME STATEMENTS

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

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

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

year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If we successfully implement the primary essential practice of Family Engagement through school supported educational events for families and students , secondary practice of Staff-Student Connections through school incentives and student engagement, and the sustained essential practice of Communicate with Stakeholders through social media and other modes of communication, then our school culture will be positively impacted.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement the primary essential practice of Technology Integration through technology supported instruction, the secondary essential practice of Student Engagement through student accountable data chats and the sustained essential practice of Data-Driven Instruction through analyzed student data, then our academic programs will be positively impacted.

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	Phase I Topic	Process Description	Activity Lead
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School Date (08/20/20) AM-PM	<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> 	What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
8/27/2020 8:00-8:30	Zoom Welcome! Catch Up on Things!	Team Building Ice Breaker TBA	Mrs. Uceta and Mrs. Henry
8:30-10:00 a.m.	*COVID-19 Reporting Procedures • Supporting Student Mental Health • Effective Family Communication Strategies for Schools • Personal Protective Equipment/School Readiness	The administration will present to faculty and staff protocols to follow. Slideshow developed by the district will be presented.	Mrs. Hill and Mrs. Maza
10:00a.m.-11:30 a.m.	Building School Culture and Core Leadership Competencies	1. Presentation/video on positive school culture. 2. How to build leadership capacity in the building (Teachers will be asked to write down how they can contribute to the leadership at the school site.)	Mrs. Henry, Mrs. Franklyn, and Mrs. Uceta
12:30-2:00 p.m.	Instructional Best Practices for Academics	1. Presentation on how to create and maintain a safe and positive learning environment. (Teachers will share best practices) 2. See video on technology integration. Share important thoughts.	Mrs. Uceta, Mrs. Henry, Mrs. Franklyn
2:00-2:15 p.m.	Collaborate on MSO initiatives and how to make the virtual classroom look engaging.	Reflect on how your virtual classroom will look.	Mrs. Maza, Mrs. Hill
2:15-3:15 p.m.	Collaborate on MSO initiatives and how to make the virtual classroom look engaging.	Share videos created by MSO platform. Reflect as needed.	Mrs. Uceta, Mrs. Henry, Mrs. Franklyn