

MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

5003-South Dade Middle School

Principal (Last Name, First Name)

Muñoz, Guillermo

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

Argilagos, Janet; Boynton, CaTina

MTSS Coordinator (Last Name, First Name)

Argilagos, Janet

Demographic Overview

Of the 1359 students enrolled at South Dade Middle in grades 4 through 8, 91% of our students qualify for free or reduced lunch. Over 21% of the student population are English Language Learners (ELL). Across the five grade levels, 19% of our students are Students with Disabilities (SWD) and receive accommodation and services. We have a population of 109 students (1%) who are on the Autistic Spectrum. Further breakdown of our school demographics shows that 83% of the students are Hispanic, 12% are Black, and 5% are either White, Asian or Multi-racial. The ratio of males to females within the student population is 55% to 45% respectively.

Current School Status

a. Provide the School's Mission Statement

The mission statement of South Dade Middle School is to develop leaders through high expectations of academic achievement and individual responsibility.

b. Provide the School's Vision Statement

Our school community is committed to developing our students today with intellectual, social, and emotional skills to become the leaders of tomorrow. "Students Today, Leaders Tomorrow".

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.

South Dade Middle School is an unique Tier 1 middle school that services grades 4 through 8 students. The school is located in Homestead, Florida, which is comprised of mostly single-family homes. Over half of the land is rural, although there is a larger urban population. Hispanics compose most of the population in the bordering areas of the school. The neighboring community is comprised of 60% renter occupied dwellings. The average home value is approximately \$268,200. The average gross income is \$49,000 per household. South Dade Middle School is a high performing educational setting which serves the communities of southern Miami-Dade County. South Dade Middle offers students several magnet programs as well as choice academies based on the interest of the students. For those students interested in the medical field, our Medical Magnet Program prepares students for a career in the health care industry. Students interested in technology can become a part of the Information Technology Academy, which is geared towards building students' capacity in Microsoft software applications. The magnet program of Law Studies gives students an opportunity to be introduced to fundamental information related to a career path in the legal field. In addition to the magnet programs, students

can select from one of our choice academies in the areas of Visual Arts, Drama, Dance, and Music. We also offer a comprehensive sports program for both boys and girls. Our mission at South Dade Middle is to create future leaders in businesses, organizations, and our community. Thus, we focus on developing habits and traits that lead to highly effective individuals. Additionally, we pride ourselves on offering an engaging curriculum in an environment that promotes values of honesty, integrity, respect and kindness.

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 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	According to the 2019-2020 School Improvement Process Survey (PowerBI), there was an 11 percent increase in the frequency of collaboration among department/grade level members to improve student outcomes. During the 2018-2019 school year, 76 percent of the teachers stated that they met either daily or weekly compared to 87 percent for the 2019-2020 school year.	This data is significant because it demonstrates that the faculty and staff are working collaboratively to share best practices to build capacity within the building. Additionally, the higher frequency of collaboration of teachers will further ensure that all students will receive an education suitable to their specific learning needs.	Empower Teachers And Staff Shared Leadership
	According to the 2019-2020 School Improvement Process Survey (PowerBI), there was a 9 percent increase in the frequency of teachers being supported by teacher leaders (i.e. instructional coach, department/grade level chairs, lead teachers, and mentors). During the 2018-2019 school year, 67 percent of the teachers stated that they received support either weekly, monthly, or quarterly compared to 76 percent for the 2019-2020 school year.	This data is significant because it demonstrates that the faculty and staff are working collaboratively to share best practices to build capacity within the building. Additionally, the higher frequency of collaboration of teachers will further ensure that all students will receive an education suitable to their specific learning needs.	Empower Teachers And Staff Effective Use of School and District Support Personnel
	According to the 2019- 2020 School Improvement Process Survey (PowerBI), there was an 11 percent increase in the number of teachers who felt that the professional learning opportunities on Non-Opt days were designed	This data finding is significant because it demonstrates that the faculty and staff have a voice in their own professional growth experience. Additionally, the	Empower Teachers And Staff

	to meet their instructional needs. For the 2018-2019 school year, 81 percent of the teachers agreed with the statement above compared to 92 percent agreed for the 2019-2020 school year.	desired outcome of the professional learning opportunities to be applicable to the overall instructional needs of the teachers and students were met.	Shared Leadership
--	---	---	-------------------

Essential Practice for Significantly Improved Data Findings (Sustained)

Empower Teachers And Staff

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the 2019-2020 School Climate Survey (PowerBI), 76 percent of students agreed or strongly agreed that their teachers let them know how they are doing on their school work. There was no change in percentage when compared to the 2018-2019 School Climate Survey (PowerBI).	This data finding was impactful because it demonstrates that a large portion of the student population are aware of their strengths and weaknesses and how to improve their overall learning outcome. However, in order for every child to succeed and experience learning gains throughout the school year, every child should be informed by their teacher of individualized data on a more frequent basis. As a result, the expected outcome should be an increase in student accountability and performance.	Promoting Growth Mindset
	According to the 2019-2020 School Climate Survey (PowerBI), 65 percent of the faculty and staff felt that the staff morale was high as compared to 64 percent during the 2018-2019 school year. This is an increase of 1 percentage point.	This stagnation in data is indicative of the need to incorporate more team building and interpersonal activities throughout the school year. Additionally, this data also suggests a need to create more opportunities for shared decision making which will lead to a positive school culture with a focus on student learning outcomes.	Promoting Growth Mindset Shared Vision/Mission Team Building Activities
	Based on the 2019-2020 School Climate Student Survey (PowerBI), students rated the statement "Teachers make learning fun and interesting" a 59 percent compared to 58 percent during the 2018-2019 school year . This demonstrates an increase of 1 percentage point.	This data finding is significant because it demonstrates that there still is a need to equip teachers with additional strategies to engage their students in lessons and activities that are meaningful and applicable to the students.	Promoting Growth Mindset Student Voice other Electives and Activities

Essential Practice for Neutral Data Findings (Secondary)

Promoting Growth Mindset

--	--	--	--

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2019-2020 School Climate Survey (PowerBI), 65 percent of students felt safe and secure within the school building as compared to 77 percent during the 2018-2019 school year. This demonstrates a decrease of eight percentage points.	This data finding is significant because the safety of students is a priority within the school building. However, the data suggest that this priority is not being met as it relates to the students' perspective. Thus, there is a need to reevaluate the current safety measures and revise them as necessary to ensure school safety and school pride are reestablished in the building.	School Spirit, Pride and Branding Character Education/Values Matter
	According to the 2019-2020 School Climate Survey (PowerBI), 80 percent of teachers like working at this school site as compared to 95 percent the 2018-2019 school year. This demonstrates a decrease of 15 percentage points.	This data finding is impactful due to there being a need to further analyze this rating to gain a better understanding of the faculty and staff's perspectives.	School Spirit, Pride and Branding Shared Leadership
	Based on the 2019-2020 School Climate Survey (PowerBI), 63 percent of the faculty and staff felt that adequate disciplinary measures are used at the school as compared to 85 percent during the 2018-2019 school year. This demonstrates a decrease of 12 percentage points.	This decrease in data is meaningful because it indicates a need to communicate and reiterate the District's student code of conduct to the teachers and students.	School Spirit, Pride and Branding Character Education/Values Matter

Essential Practice for Significantly Decreased Data Findings (Primary)

School Spirit, Pride and Branding

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved	According to Academic Programs data (PowerBI), the 2017 ELA proficiency is	This data finding is impactful due to this increase supports the	Data-Driven Instruction

Data Findings	29%, the 2018 ELA proficiency is 33%, the 2019 ELA proficiency is 38%. This is an increase in 9 percentage points of the course of three years.	effective implementation of differentiated instruction using targeted lessons based on student data.	
	According to Academic Programs data (PowerBI), the 2017 Science proficiency is 24%, the 2018 Science proficiency is 35%, the 2019 Science proficiency is 33%. This is an increase in 7 percentage points during the course of three years. Even though, there is a two percentage point decrease in the comparison between 2018 and 2019, there is a nine point increase in the comparison between 2017 and 2019.	This data finding is impactful due to there being an initial increase in proficiency and then a decrease of 2 percentage points. This data suggests that there is a need to analyze students' data on topic assessments in a more in depth manner to ensure weaker benchmarks are remediated throughout the school year.	Data-Driven Instruction Academic Vocabulary Instruction
	According to the Academic Programs Demographic Subgroup data (Power BI), the 2019 ELA Learning Gains for ESE Subgroup is 53%, the 2019 Math Learning Gains for ESE Subgroup is 58% and the 2019 Science Proficiency for the ESE Subgroup is 44%. The 2019 ELA Learning Gains for Economically Disadvantaged (ED) subgroup is 55%, the 2019 Math Learning Gains for ED Subgroup is 64% and the 2019 Science Proficiency for ED is 48%. This demonstrates an increase of 2%, 6%, and 4% respectively for the Economically Disadvantaged (ED) subgroup.	This data finding is impactful because it indicates that the Exceptional Student Education teachers are providing appropriate instruction in the areas of Reading, Math, and Science given that 94% of the student population is comprised of Economically Disadvantaged students. Additionally, this data suggests the use of differentiated instruction to target the academic needs of the students is being implemented effectively in the ESE subgroup.	Data-Driven Instruction Differentiated Instruction

Essential Practice for Significantly Improved Data Findings (Sustained)

Data-Driven Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to Academic Programs data (PowerBI), the 2017 Math proficiency is 39%, the 2018 Math proficiency is 43%, the 2019 Math proficiency is 43%. This is an increase in 4 percentage points over the course of 3 years, but no increase demonstrated over the course of the 2018-2019 school year.	This data finding is impactful because it indicates that the instructional strategies used in the 2018-2019 school year were able to maintain the results in the 2019-2020 school year but not able to increase them. Thus indicating that the academic interventions and differentiated instruction must be implemented with fidelity to address students' academic deficiencies or be revised.	Differentiated Instruction Effective Curriculum and Resource Utilization
	According to the Academic Programs data (Power BI), the 2019 FSA/EOC	This data is impactful because it indicates that the Algebra 1 teachers are providing	Differentiated Instruction

	<p>Learning Gain for Algebra 1 is 64%. According to the Academic Programs data (PowerBI), the 2019 FSA/EOC Learning Gain for the District in Algebra 1 is 64%. This indicates that the school reached the same level as the District as it relates to Algebra 1 EOC.</p>	<p>sound and differentiated instruction to address specific student needs. Additionally, this data indicates that our students' counterparts in similar settings are performing at similar rates academically.</p>	
	<p>According to the Academic Programs data (Power BI), the 2019 FSA/EOC Learning Gain for Grade 6 is 57%. According to the Academic Programs data (PowerBI), the 2019 FSA/EOC Learning Gain for Grade 6 for Tier 1 schools is 57%. This indicates that the school reached the same level as the average of Tier 1 schools across the District.</p>	<p>This data is impactful because it indicates that our students' counterparts in similar settings are performing at similar rates academically.</p>	<p>Differentiated Instruction</p>

Essential Practice for Neutral Data Findings (Secondary)

Differentiated Instruction

<p>Data Rating</p>	<p>Data Findings & Area Be specific in defining each data element below.</p>	<p>Rationale for Selection of Data Why was this data finding selected as being most impactful?</p>	<p>Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?</p>
<p>Significantly Decreased Data Findings</p>	<p>According to Academic Programs data (PowerBI), the 2017 MS Acceleration is 96%, the 2018 MS Acceleration is 95%, the 2019 MS Acceleration is 87%. This is a decrease of 9 percentage points over the course of three years.</p>	<p>This data finding is impactful because it indicates that students enrolled in acceleration courses should be provided with additional support that will assist them in achieving proficiency at higher levels. Additionally, students enrolled in acceleration courses would benefit from more independent practice time and collaborative time versus teacher led to ensure they understand and can apply the concepts being taught.</p>	<p>Gradual Release of Responsibilities Model (GRRM) Effective Curriculum and Resource Utilization</p>
	<p>According to Academic Programs data (PowerBI), the 2017 Social Studies proficiency is 59%, the 2018 Social Studies proficiency is 59%, the 2019 Social Studies proficiency is 55%. This is a decrease of 4 percentage points throughout the course of three years.</p>	<p>This data finding is impactful because although ELA proficiency has increased, Social studies proficiency has decreased over the same period. The Social studies proficiency level should increase along with ELA proficiency since the Social studies exam is "reading based".</p>	<p>Gradual Release of Responsibilities Model (GRRM) Academic Vocabulary Instruction</p>

<p>According to the Academic Programs Demographic Subgroup data (Power BI), the 2019 Science Proficiency for English Language Learners (ELL) Subgroup is 7%, the 2019 Social Studies Proficiency for English Language Learner (ELL) Subgroup is 5%, the 2019 Math Proficiency for English Language Learners (ELL) Subgroup is 25% and the 2019 ELA Proficiency for the English Language Learners (ELL) Subgroup is 13%. When compared to the Exceptional Student Education (ESE) Subgroup, this data demonstrate a learning gap of 37%, 48%, 22%, and 29% respectively.</p>	<p>This data is impactful because it indicates that the needs of the English Language Learners are not being met in all the content areas. Therefore, there is a need to incorporate more accommodations and strategies with this subgroup of students to ensure their academic needs are met.</p>	<p>Gradual Release of Responsibilities Model (GRRM)</p> <p>Academic Vocabulary Instruction</p> <p>English Language Learners (ELL) Strategies</p>
---	--	--

Essential Practice for Significantly Decreased Data Findings (Primary)

Gradual Release of Responsibilities Model (GRRM)

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

Empower Teachers And Staff

Primary Essential Practice

School Spirit, Pride and Branding

Secondary Essential Practice

Promoting Growth Mindset

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Instruction

Primary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

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.

The School Leadership Team's (SLT) current reality regarding Commitment to Students is relatively high. The SLT acknowledges their involvement and impact on students' academic and social progression. The SLT continues to focus on the "at risk" student population by ensuring this population of students receive the

appropriate resources and interventions needed to excel in their learning experience. Additionally, to ensure all students are receiving a rigorous and appropriate education, the SLT places a strong commitment and focus on collaborative planning. During collaborative planning sessions, grade level and department members join together to discuss best practices and review the curriculum being taught. As a result of this collaboration, teachers are better prepared to address all students' academic needs and are able to address any students' deficiencies.

As evidenced by:

Utilization of PowerBI data to assign the students to the appropriate courses based on their 2019 FSA Reading and Mathematics levels. Creation of the Master Schedule to place more critical and fragile students with experienced teachers. Creation of the Master Schedule to designate time throughout the school day for collaborative planning to take place in strategic areas. Department and grade level meeting agendas will serve as an additional form of evidence of collaborative planning.

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

The SLT will use the Commitment to Students competency in the School Improvement Process in a variety of ways. First, the SLT will continue to provide teachers with opportunities to collaboratively plan by creating common planning periods in strategic areas within the teachers' schedules. Second, the administrative team will increase the frequency of feedback being provided to the teachers regarding improvement in student outcomes. Lastly, the SLT will continue to progress monitor all student data to ensure the desired outcome is reached.

Competency 2: Focusing on Sustainable Results

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

As it relates to “Focusing on Sustainable Results,” the School Leadership Team (SLT) has identified some factors that limit the achievement of desired results in Academic Programs. These factors include teacher and student accountability, inconsistent implementation of identified best practices (i.e. GRRM and differentiated instruction) and teacher buy in.

As evidenced by:

As a result of PowerBI data for school grade components, 2019 FSA/EOC Learning Gains-District/Tiered Comparison and 2019-2020 School Improvement Process Survey results, there is a discrepancy between outcomes and desired goals.

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

The SLT will use the Focusing on Sustainable Results competency to conduct administrative/teacher/student data chats, as data becomes available. Although all school grade component areas will be monitored throughout the school year, an emphasis will be placed on fourth and seventh grade proficiency levels, MS Acceleration, social science, math proficiency and learning gains. Additionally, in the area of literacy, the English Language Learner (ELL) student subgroup will become self contained versus inclusion within the general education classes to ensure increased learning gains and proficiency.

Competency 3: Developing Others

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

The current reality regarding “Developing Others” is an overall strength of the School Leadership Team (SLT). The SLT has identified certain teachers and staff members who expressed an interest in taking on leadership roles. These individuals are given experiences to develop their skill set in certain areas as well as to build capacity within the school. Throughout the school year, consistent and applicable professional development activities takes place frequently.

As evidenced by:

Beginning teachers are mentored throughout the school year by an assigned MINT Mentor and participate in district and school site professional development sessions. Instructional coaches and content experts will provide assistance in instructional planning and instructional delivery for all core subject area teachers. Selected faculty and staff members aspiring to become educational leaders, will be provided with leadership opportunities throughout the school year.

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

The SLT will continue to provide meaningful and applicable professional learning opportunities for the faculty and staff. The SLT will continue to build capacity of the identified school leaders within the building. The SLT will strive to build a school culture where constructive and effective feedback will be provided to teachers from their peers and not solely from administration.

Competency 4: Engages the Team

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

As it relates to “Engages the Team”, the current reality is the School Leadership Team (SLT) encourages the staff to collaboratively work together to develop meaningful and relevant goals that will impact the overall culture of the school as well as evoke positive change. Although the core curriculum team is heavily engaged in carrying out the vision and mission of the school, as it relates to the school grade component areas, the remaining stakeholders could increase their engagement in the shared decision making process.

As evidenced by:

As a result of the School Climate Survey, School Improvement Process Survey, agendas for department, team, and EESAC meetings, evidence will be provided to support the engagement of the team.

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

For this school year, the SLT will continue to engage all stakeholders in the decision-making process as much as possible. The SLT will also strive to increase parental involvement within the school.

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

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

The actions that are necessary to ensure that this essential practice is sustained are to continue to provide meaningful and applicable professional development opportunities and to incorporate weekly collaborative planning sessions for the faculty and staff to build capacity within the building.

Primary Essential Practice

School Spirit, Pride and Branding

Priority Actions for the Primary Essential Practice

To enhance the school spirit, pride, and branding, there will be an incorporation of opportunities for the voices of the teachers and students to be heard. There will be an increase in the rewards and incentives for students showing “Panther Pride”. The magnet programs and elective courses will participate in various activities to promote a positive school spirit and school pride. Team building activities will be incorporated throughout the school year to engage the faculty and staff in developing positive school spirit and pride.

Secondary Essential Practice

Promoting Growth Mindset

Priority Actions to Enhance the Secondary Essential Practice

Through the use of data chats, student accountable talk stems and implementation of engaging lessons, this essential practice should improve in effectiveness as well as become more sustainable in the future.

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

The actions necessary to ensure that this essential practice is sustained are to conduct data chats (administration to teacher and teacher to student) on a consistent basis. Additionally, the incorporation of remediation, maintenance, and enrichment activities within the lessons based on current data.

Primary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

Priority Actions for the Primary Essential Practice

To enhance the primary essential practice of gradual release model, there will be an incorporation of opportunities for the students to work collaboratively (We Do) as well as independently (You Do). During daily

practice, an emphasis will be placed on creating a time allocation protocol to ensure all parts of the gradual release model (I do, We do, and You Do) are being implemented in each lesson.

Secondary Essential Practice

Differentiated Instruction

Priority Actions to Enhance the Secondary Essential Practice

This essential practice of differentiated instruction should improve in effectiveness as well as become more sustainable in the future via the creation of targeted lessons based on student data. Each lesson should include opportunities for the students to work at grade level as well as their individual level, as evidenced by student data. Teachers should be prepared to offer students remediation, maintenance, or enrichment activities on a daily basis. Teachers should also provide students with descriptive and corrective feedback (oral and written) on a regular basis to ensure that students are aware of their strengths and weaknesses.

OUTCOME STATEMENTS

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

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

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

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If we successfully implement our sustained practice of empowering teachers and staff, then teacher morale will increase. Furthermore, teachers will learn new skills that will impact student learning. If we successfully implement our primary essential practice of school spirit, pride, and branding, then the leadership of select students will encourage the remainder of the student body to participate and feel pride and ownership in our school culture. If we successfully implement our secondary essential practice of promoting a growth mindset, then our teachers and students will have a clear framework and common language to use to ignite growth every day.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If teachers collaborate on analyzing student data, then they will be able to create meaningful lessons that will target students' academic needs. If teachers effectively use the gradual release model, then students will become independent thinkers and accountable for their learning outcomes. If teachers are successful in providing students appropriate and consistent differentiated instruction, then the number of students achieving learning gains and becoming proficient 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	Process Description	Activity Lead
(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> 	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?

	<ul style="list-style-type: none"> • <i>Outcome Statements</i> 		
8/20/2020	Data systems and Review Summary	During the opening of schools faculty meeting, Dr. Muñoz, Principal, will review assessment data from PowerBI with all stakeholders. School-wide targeted goals will be established and used to predict the 2020-2021 school grade.	Dr. Guillermo Muñoz, Principal
8/20/2020	School Leadership Core Competency Course Reflections	During the opening of schools faculty meeting, Dr. Muñoz, Principal, along with the administrative team will discuss the 2020-2021 School Improvement Process with all stakeholders. A summary of the competency analysis, school's current reality, and rationale for the essential practices of Academic Programs and School Culture will be discussed.	Dr. Guillermo Muñoz, Principal Ms. Janet Argilagos, Assistant Principal Mrs. CaTina Boynton, Assistant Principal
8/27/2020	School Leadership Core Competency #1- Commitment to Students	The focus on the sections of the professional development titled "ESOL and ESE Overview and Accommodations" will be to provide teachers with an understanding of both student populations. Additionally, it will provide teachers with strategies that can be used with both student populations to better assist them in their learning experience.	Ms. A. DeMoss (ESE Program Specialist) Ms. E. Rodriguez (ESOL Chairperson)
8/27/2020	Sustained Essential Practice-Empower the Teachers; Secondary Essential Practice-Differentiated Instruction	The facilitators of the PD include identified teacher leaders within the school that are considered experts in their respective areas. Each facilitator will share their best practices and important information in their respective areas to ensure other teachers will be prepared for all students. Additionally, teachers will be exposed to activities that will demonstrate examples of differentiated instruction.	Ms. E. Rodriguez, Ms. D. Rivera, Ms. S. Pestana, Ms. DeMoss, and Ms. Ruiz Andrade