

**MIAMI DADE COUNTY PUBLIC SCHOOLS****School Improvement Process****School Information****Name of School (School Number - School Name)**

7011 - American Senior High School

**Principal (Last Name, First Name)**

Papp, Stephen

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

Jodie Jové; Garbutt, Ursula; Gonzalez, Alex

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

Arenas, Isis

**Demographic Overview**

American Senior High School (ASHS) is a diverse high school comprised of approximately 1,823 students - 65.8% Hispanic; 30% Black; 2% White; .82% Asian; and 2% Other. Approximately 13.2% of our student body are Students with Disabilities (SWD) and 14.2% are English Language Learners (ELL). Additionally, ASHS's graduation rate is 93% and 80.8% of our students are on free or reduced lunch.

**Current School Status****a. Provide the School's Mission Statement**

The mission of American Senior High School is to partner with business and community members, parents, and students to provide a safe and quality learning environment. We promote academic, intellectual, personal, and social development of our diverse population in preparation for college and career pathways.

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

The vision of American Senior High School is to inspire and prepare our students for a competitive global community. We will instill in them critical thinking skills, a desire for learning, and a respect for the core values of integrity, compassion, and perseverance.

**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.**

American Senior High School (ASHS) is located in an urban community within Miami-Dade County, the fourth largest school district in the country. The community is predominately Hispanic and considered to be moderately low in terms of socioeconomic status. We offer an array of advanced academic opportunities such as Dual Enrollment, Advanced Placement, and our biggest program, Cambridge. We have various Cambridge AICE course offerings that afford our students the opportunity to graduate with an AICE diploma. In addition to advanced academics, we also have a strong CTE program with industry certification opportunities in the areas of Biomedical, Culinary Arts, Early Childhood, Engineering, Hospitality & Tourism, Information Technology, and Law Studies. Aside from these academies that offer certification, we also have a Fine Art Academy, which includes art, dance, drama, band, and chorus. Our JROTC program is extremely successful for those students interested in the military. We also offer a phenomenal Bio-Medical Magnet program that provides students three medical certification tracks: EMR, RKG, and nursing. American also offers its students a multitude of clubs including, but not limited to, National Honors Society, Culinary Club, Gaming Club, Key Club, Student Government, and HOSA. We also provide our students with resources such as HIP, Project Up-Start and SAFE Network Services. Finally, students at American have the opportunity to partake in a wide-array of athletic sports such as baseball and softball and boys and girls basketball, football, soccer, volleyball, swimming, golf, bowling, and track.

### **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 2019-2020 School Climate Survey, 82% of students responded in agreement to the statement: "My teachers require that I work very hard for the grades that I get" compared to 74% on the 2018-2019 School Climate Survey, resulting in an 8-percentage point increase.	This data finding was selected as being most impactful because it solidifies that students are held to high expectations by teachers to earn grades for rigorous coursework.	other Setting High Expectations
	According to the 2019-2020 School Climate Survey, 73% of students responded in agreement to the statement: "My teachers know a lot about the subjects they teach" compared to 62% on the 2018-2019 School Climate Survey, resulting in an 11-percentage point increase.	This data finding was selected as being most impactful because it demonstrates that students are able to observe teachers being held to high expectations with regards to being expert practitioners in the courses they instruct.	other Setting High Expectations
	According to the 2019-2020 School Climate Survey, 61% of staff responded in agreement to the statement: "I feel staff morale is high at my school" compared to 54% on the 2018- 2019 School Climate Survey, resulting in a 7- percentage point increase.	This data finding was selected as being most impactful because it shows the direct correlation between setting high expectations for teaching and learning and how those expectations lead to an increase in staff morale.	other Setting High Expectations  Empower Teachers And Staff

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

Setting High Expectations

<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>Neutral Data Findings</b>	According to the 2019-2020 School Climate Survey, 23% of staff responded "disagree"/"strongly disagree" to the statement: "I feel lack of concern/support from parents" compared to 22% on the 2018-2019 School Climate Survey.	This data finding was selected as being most impactful because it shows that while we are working to increase parental involvement, there is still a great deal of room for improvement.	Family Engagement
	According to the 2019-2020 School Climate Survey, 21% of staff responded "agree" to the statement: "I frequently feel overloaded and overwhelmed at my job" compared to 23% on the 2018-2019 School Climate Survey.	This data finding was selected as being most impactful because it demonstrates that an increase in parental involvement would alleviate some of the pressure felt by the staff. An increase in family engagement could also help reduce some of the academic, social, and emotional issues students often face.	Family Engagement
	According to the 2019-2020 Attendance Dashboard, 22% of students had between 6-10 absences, compared to 25% in 2018-2019. This 3-percentage point difference illustrates how we have remained fairly neutral in terms of student attendance.	This data finding was selected as being most impactful because it shows the correlation between student attendance and parental involvement. If we raise awareness with parents on the importance of students being in school, then truancy issues would improve.	Family Engagement

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

#### Family Engagement

<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 2019- 2020 School Climate Survey, 38% of staff responded “strongly agree” to the statement: "I feel my ideas are listened to and considered." This was a 5- percentage point decrease from the 2018-2019 School Climate Survey (43%).	This data finding was selected as being most impactful because it demonstrates the need to increase school morale and show staff members that their ideas are not only important but considered.	Celebrate Successes  Empower Teachers And Staff
	According to the 2019- 2020 School Climate Survey, 32% of staff responded, “strongly agree” to the statement: “I feel satisfied concerning my career at this school.” This was a 7-	This data finding was selected as being most impactful because it illustrates a drop in staff satisfaction with the school, thus having a negative	Celebrate Successes

	percentage point decrease from the 2018-2019 School Climate Survey (39%).	impact on school culture and highlighting the need to celebrate staff successes.	
	According to the 2019- 2020 School Climate Survey, 7% of students reported “strongly agree” to the statement: “I like coming to school” compared to 14% on the 2018-2019 School Climate Survey, resulting in a 7-percentage point decrease.	This data finding was selected as being most impactful because it shows a 7- percentage point drop in one calendar year. The school and its staff can do a better job at celebrating student successes.	Celebrate Successes  Rewards/Incentives

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

Celebrate Successes

## DATA AND SYSTEMS REVIEW ORGANIZER

### ACADEMIC PROGRAMS

<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 2019-2020 SIP Survey, only 9% of staff responded, "never" when asked the question: "How often do you participate in data chats with your administrator?" compared to 14% responding "never" on the 2018-2019 SIP Survey.	This data finding was selected as being most impactful because it illustrates the impact of collaborative data chats and how they contribute to student and teacher growth.	Collaborative Data Chats
	According to the 2019-2020 SIP Survey, only 8% of staff responded, "never" when asked the question: "How often do you receive guidance in using data to plan your instruction?" compared to 9% responding "never" on the 2018-2019 SIP Survey. Additionally, there was an increase of 12-percentage points on the SIP Survey, from 23% in 2018-2019 to 35% in 2019-2020, specifically with staff receiving guidance with data on a monthly basis to plan for instruction.	This data finding was selected as being most impactful because it solidifies the effectiveness of the current practices we have in place of reviewing and analyzing data to plan for instruction after every Topic Assessment and conducting administrative data chats after the MYA.	Collaborative Data Chats  Data-Driven Instruction
	FSA-ELA overall proficiency increased one-percentage point from 36% in 2018 to 37% in 2019. There was also an increase in	This data finding was selected as being most impactful because it shows how conducting data	Collaborative Data Chats

	Math of 3-percentage points from 32% in 2018 to 35% in 2019.	chats and using data to plan for instruction has a positive impact on student performance. Although students were unable to test this school year, we were hopeful that the practices we had in place specific to data would have led to an increase in proficiency in all tested areas.	Data-Driven Decision Making  Data-Driven Instruction
--	--	--	--

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

#### Collaborative Data Chats

<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>Neutral Data Findings</b>	According to the 2019-2020 School Climate Survey, 46% of students responded in agreement to the statement: "My teachers make learning fun and interesting" compared to 44% on the 2018-2019 School Climate Survey.	This data finding was selected as being most impactful because it is a neutral data point that should be increasing from one year to the next. In order for more students to feel that learning is fun and interesting, perhaps a shift in practices is necessary. Specifically, increasing the use of collaborative structures could truly enhance the learning experience for students.	Accountable Talk
	According to the 2019-2020 School Climate Survey, 41% of students responded in agreement to the statement: "My teachers want me to learn" compared to 45% on the 2018-2019 School Climate Survey.	This data finding was selected as being most impactful because it demonstrates a neutralized data point, which indicates that perhaps a change in the way students learn may be needed (i.e., collaborative structures).	Accountable Talk  Collaborative Learning / Structures
	Overall learning gains in mathematics remained the same at 48% when comparing the 2018 Algebra I/Geometry EOC and the 2019 Algebra I/Geometry EOC.	This data finding was selected as being most impactful because it demonstrates a neutralized data point, which indicates that perhaps a change in the way students learn may be needed (i.e., collaborative structures, accountable talk, student-centered learning).	Accountable Talk  Collaborative Learning / Structures

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

## Accountable Talk

<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 2019-2020 School Climate Survey, only 7% of students responded, "strongly agree" to the statement: "What I learn in class helps me outside the school."	This data finding was selected as being most impactful because it illustrates the disconnect our students are having in making real-world connections with what they learn in the classroom.	21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)
	According to the 2019-2020 School Climate Survey, only 10% of students responded, "strongly agree" to the statement: "My classes prepare me for secondary/post-secondary education."	This data finding was selected as being most impactful because it illustrates how students feel regarding preparedness for the next step on their educational journey. It highlights the need for a more rigorous and competitive curriculum and style of learning.	21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)
	There was an 8-percentage point decrease in the area of overall proficiency from 2018 (62%) to 2019 (54%) on the US History EOC.	This data finding was selected as being most impactful because shows how employing 21st century strategies are essential for student growth and achievement. It clearly demonstrates a need for a shift in instruction to incorporate more creativity, collaboration, communication, and critical thinking.	21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)  Collaborative Learning / Structures

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

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

**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**

Setting High Expectations

**Primary Essential Practice**

Celebrate Successes

**Secondary Essential Practice**

Family Engagement

**ACADEMIC PROGRAMS****Sustained Essential Practice**

Collaborative Data Chats

**Primary Essential Practice**

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

**Secondary Essential Practice**

Accountable Talk

**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 current reality as it pertains to Commitment to Students is progressively improving. The majority of staff members feel adequate resources are supplied to students, collaboration occurs with colleagues to enhance student learning outcomes, and appropriate interventions are provided for students exhibiting early warning indicators.

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

This is evidenced by a 2-percentage point increases on the 2019-2020 SIP Survey in comparison to the 2018-2019 SIP Survey, specifically in the area of providing adequate resources for all students. In addition, when comparing the 2019-2020 SIP Survey data to the 2018-2019 SIP Survey, there was a 4-percentage point increase and a 2-percentage point increase, respectively, in the areas of collaborative planning and providing interventions for students.

### **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 by sharing the results of the 2019-2020 SIP Survey with the staff during the Opening of School Meeting. Once the data has been shared, teachers will be asked to work with their respective departments to brainstorm ways in which we can increase the competency of Commitment to Students. Adjustments will be made to the SIP according to teacher feedback and will be shared once again at a faculty meeting and with EESAC. In addition, teacher input will help us determine if further support should be offered and/or job-embedded professional development.

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

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

The School Leadership Team's current reality as it pertains to Focusing on Sustainable Results is progressively improving. There is a positive trend in the data suggesting a notable increase in data chats, progress monitoring, and administrative walk-throughs.

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

This is evidenced by a 7-percentage point increases on the 2019-2020 SIP Survey in comparison to the 2018-2019 SIP Survey, specifically in the area of conducting administrative data chats. In addition, when comparing the 2019-2020 SIP Survey data to the 2018-2019 SIP Survey, there was a 2-percentage point increase and a 1-percentage point increase, respectively, in the areas of administrative walk-throughs and utilizing progress monitoring data to provide remediation and instruction.

### **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 by sharing the results of the 2019-2020 SIP Survey with the staff during the Opening of School Meeting. Once the data has been shared, teachers will be asked to work with their respective departments to brainstorm ways in which we can increase the competency of Focusing on Sustainable Results. Adjustments will be made to the SIP according to teacher feedback and will be shared once again at a faculty meeting and with EESAC. Specifically, the School Leadership Team will sustain the practice of collaborative data chats and incorporate new strategies in the SIP specific to setting high expectations and 21st century learning strategies.

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

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

The School Leadership Team's current reality regarding Developing Others is extremely positive. More than half of the staff feels that the School Leadership Team supports teachers. Additionally, professional development takes place on a consistent basis to ensure the development of teachers.

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

This is evidenced by the 2019-2020 SIP Survey where 66% of the staff indicated that they are "supported by teacher leaders all the time" compared to 53% in 2018-2019. In addition, new teachers always receive a mentor and instructional coaches are always available to assist teachers in need of professional growth and development.

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

The School Leadership Team will use the Developing Others competency in the School Improvement Process by sharing the results of the 2019-2020 SIP Survey with the staff during the Opening of School Meeting. Once the data has been shared, teachers will be asked to work with their respective departments to brainstorm ways in which we can increase the competency of Developing Others. Adjustments will be made to the SIP according to teacher feedback and will be shared once again at a faculty meeting and with EESAC.

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

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

The School Leadership Team's current reality regarding engaging the team is extremely positive. As a school, we strive to work as a team and constantly garner input from staff members outside of the Leadership Team. Additionally, the Leadership Team strives to raise staff morale by expressing confidence in the staff, celebrating successes, and creating opportunities for team building exercises.

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

This is evidenced by the 2019-2020 SIP Survey where 84% of the staff indicated that they were "provided the opportunity to actively participate in establishing Implementation steps for the School Improvement Process." Additionally, during monthly staff meetings set time aside to recognize a deserving staff member with the "Most Valuable Patriot" (MVP) trophy. We also provide opportunities for team building exercises during professional development sessions. Finally, while we work as a team to celebrate success, we need to do a better job with this practice and are brainstorming additional ways to do so in this year's SIP.

#### **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 sharing the results of the 2019-2020 SIP Survey with the staff during the Opening of School Meeting. Once the data has been shared, teachers will be asked to work with their respective departments to brainstorm ways in which we can increase the competency of Engages the Team. Adjustments will be made to the SIP according to teacher feedback and will be shared once again at a faculty meeting and with EESAC. Specifically, the School Leadership Team will incorporate new strategies in the SIP, specific to celebrating successes, which is directly aligned to the competency Engages the Team.

## **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**

Setting High Expectations

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

Actions to ensure that the practice of setting high expectations is sustained include the following: provide teachers with specific and timely feedback when utilizing innovative learning and video conferencing platforms; establish a school-wide mentoring program for our at-risk students; establish wellness checks during distance learning /pandemic; and cultivate cultural awareness among faculty and students by creating multicultural committees.

### **Primary Essential Practice**

Celebrate Successes

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

Actions to ensure that the primary essential practice of celebrating successes will be implemented include the following: implement the Staff Most Valuable Patriot (MVP) award at faculty meetings; give 2-5 staff "shout outs" at every faculty meeting to highlight staff accomplishments; implement the "Student of the Month" incentive program; and host a Welcome Back Teacher Drive-Thru.

### **Secondary Essential Practice**

Family Engagement

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

Actions to ensure that the secondary essential practice of promoting family engagement will be implemented include the following: increase PTSA & EESAC membership/support; host a Freshman/New Student Orientation Drive-Thru; host virtual parent orientation nights by grade-level; and provide workshops for parents throughout the school year (e.g., innovative learning and video conferencing platforms, grade book, ELL, Cambridge, Magnet, etc.).

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Collaborative Data Chats

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

Actions to ensure that the practice of collaborative data chats are sustained include the following: conduct data chats using available data to plan for instruction; implement student goal setting based on available data; analyze data during collaborative planning to plan for instruction, remediation, and enrichment; and monitor the implementation of data-driven instruction through administrative walk-throughs.

### **Primary Essential Practice**

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

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

Actions to ensure the implementation of 21st century learning as a primary essential practice include the following: provide follow-up PD on innovative learning platforms; conduct monthly departmental best practices mini sessions on innovative learning and video conferencing platforms;

share one 21st century learning best practice at each faculty meeting; and monitor the implementation of 21st century learning through administrative walk-throughs.

## Secondary Essential Practice

Accountable Talk

### Priority Actions to Enhance the Secondary Essential Practice

Actions to ensure the implementation of accountable talk as a secondary essential practice include the following: target expert teachers in the area of accountable talk and conduct virtual learning walks; share best practices on promoting accountable talk during collaborative planning; conduct coaching cycles on accountable talk; and monitor the implementation of accountable talk through administrative walk-throughs.

## 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 setting high expectations, then we will continue to see growth in terms of our overall school culture, teaching, academic performance, and student achievement results. If we successfully implement our primary practice of celebrating successes, then our student and staff morale will increase. This, in turn, will improve our overall school culture, teaching, academic performance, and student achievement results. If we successfully implement our secondary practice of increasing family engagement, then positive relationships with all stakeholders will be formed. This, in turn, will positively impact student academic performance, attendance, and behavior.

## ACADEMIC PROGRAMS

### OUTCOME STATEMENT

#### Academic Programs

If we successfully implement our sustained practice of collaborative data chats, then we will continue to see growth with classroom practices, standards-based lessons, and state-wide assessments. If we successfully implement our primary practice of 21st century learning, then lessons will include more creativity, collaboration, communication, and critical thinking. This, in turn, will allow for an increase in learning gains and proficiency

on state-wide assessments. If we successfully implement our secondary practice of accountable talk, then students will receive lessons that are more student-centered and collaborative, which will positively impact teaching, student learning, and overall academic achievement.

## 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> </ul>		

	<ul style="list-style-type: none"> <li>• <i>School Leadership Core Competency Course Reflections</i></li> <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>		
(08/19/20) AM-PM	Synergy/SIP Process (practices, priority actions & outcome statements)	Discuss highlights from Synergy 2020, with a specific focus on virtual teaching and learning. Share in-house SIP Survey results with the staff as well as the sustained, primary, and secondary practices, priority actions and outcome statements , which will be implemented in the 2020-2021 SIP.	Synergy Team: Stephen Papp, Principal; Jodie Jové, Assistant Principal; Isis Gonzalez, PD Liaison; Bertine Triche, Mathematics Instructional Coach; Dawn Pearce, Literacy Instructional Coach; Tehamana Tarallo, science teacher
08/19/20 AM	Data Reflection/Looking Ahead	Using a visual presentation, we will share the 2019-2020 school-wide data (i.e., SIP Survey, School Climate Survey, PD Survey, Attendance/EWI Dashboard) and engage staff in a dialogue about the school's vision and expectations for the 2020-2021 school year.	Stephen Papp, Principal
08/27/20 AM-PM	School Operations and Human Resources	Using Zoom through Microsoft Teams, we will conduct a school-wide PD on COVID-19 Reporting Procedures, Supporting Mental Health, Effective Family Communication Strategies, Personal Protective Equipment/School Readiness, and School Site Sanitation Protocols and Facilities Updates.	Stephen Papp, Principal; Ursula Garbutt, Assistant Principal; Alex Gonzalez, Assistant Principal; Jodie Jové, Assistant Principal
08/27/20 AM-PM	My School Online K-12 Planning	Using Zoom through Microsoft Teams, we will facilitate departmental planning sessions to effectively plan for My School Online K-12.	Stephen Papp, Principal; Ursula Garbutt, Assistant Principal; Alex Gonzalez, Assistant Principal; Jodie Jové, Assistant Principal; Department Chairs: Stanley Brown; Carita Facey;

			Patrice Degraff; Tabitha Milfort; Dawn Pearce; Ricardo Pelaez; Candace Rodriguez; Ginette Torres; Tehemana Tarallo; Bertine Triche; and Victor Wisniski