MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

2651- Kendale Lakes Elementary School

Principal (Last Name, First Name)

Jaureguizar, Martha T.

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

Cabrera-Nunez, Nancy

MTSS Coordinator (Last Name, First Name)

Sanchez, Kristine

Demographic Overview

Kendale Lakes Elementary School prides itself on serving a highly, diverse group of students, under the guidance and direction of incredibly talented and experienced personnel. The staff and community members are committed to promoting an uplifting and motivational school environment where the success of ALL learners is our priority. Kendale Lakes currently enrolls 681 Kindergarten through fifth grade students, with an additional 73 students enrolled in the Pre-Kindergarten program bringing the current school population to 754 students. The current demographic overview demonstrates that Kendale Lakes Elementary School has a student population of 95.0% Hispanic, 1.0% African-American or Black, 1.0% Asian, and 3.0% listed as White. Our diverse population of students also includes a variety of learners which staff and community members work together as a family to promote student social-emotional well-being, enrichment, intervention for struggling students, and assistance to English Language Learners as well as gifted and Teaching Enrichment Activities to Minorities (TEAM) programs. Approximately 29.6% of students are English Language Learners, levels 1-4 and 25.2% of students are classified as ESE, not including gifted students. Kendale Lakes Elementary School has qualified once again as a Title I school with approximately 77.7% of students classified as economically disadvantaged and a 97.2% minority rate.

Current School Status

a. Provide the School's Mission Statement

K.L.E.'s mission is to provide a productive, secure, learning environment, whereby students will acquire a sense of accomplishment that encourages constant growth, pride, and the desire to reach full potential.

b. Provide the School's Vision Statement

K.L.E.'s vision is to provide organizational strategies that reflect quality leadership, commitment to excellence , and self-actualization for all stakeholders.

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.

Kendale Lakes Elementary (KLE) is located in Southwest Miami-Dade County, Florida, was erected in 1974, and currently serves approximately 754 students in Pre-Kindergarten through 5th grade. Kendale Lakes Elementary School takes tremendous pride in providing an excellent education in a loving, caring, family atmosphere where students' cultural differences are embraced and encouraged thereby creating an environment

of mutual cooperation and respect. The school has been recognized at the state and district level as a school of excellence, and significant awards have been earned as follows: 2017 Values Matter Miami School Award for Cooperation, 2019 Silver STEAM School, 2019 Florida School of Excellence, 2019 & 2020 ECTAC Title 1 School of Excellence, 2020 Values Matter Miami School Award for Kindness, 2020 Gold STEAM School. Kendale Lakes is a community in West Miami-Dade County and has approximately 56,148 residents. Through a partnership with our students, staff, parents, and community members, Kendale Lakes Elementary School strives for excellence in all that we do, within the various programs we provide our goal is to exceed standards. We also address the cultural needs within our community through the special family and community events held at our school. Kendale Lakes builds and fosters a community relationship between teachers, students, and their families, through our partnerships with our Dade Partners, EESAC, and various community organizations such as the Mobile Clinic, KLE PAT, West Kendall Baptist Hospital, and various service groups and organizations. Kendale Lakes Elementary has continued to provide a first class education for the 21st century learner and beyond to all members of the community it serves.

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.

<u>*Data and Systems Review*</u>

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	The 2018-2019 School Climate Survey results (on Power BI) indicated that 65% of staff strongly agreed with the statement: "School personnel work together as a team." The 2019-2020 School Climate Survey results (on Power BI) indicated that 77% of staff strongly agreed with the statement: "School personnel work together as a team." This is a 12 percentage point increase.	Working together as a team is a critical part of a school's successful operation. At Kendale Lakes Elementary School, much effort has been put in place to allow for collaborative planning, team building activities, and staff meetings.	Empower Teachers And Staff Team Building Activities Shared Vision/Mission
	The 2018-2019 School Climate Survey results (on Power BI) indicated that 57% of students strongly agreed with the statement: "My teachers let me know how I am doing on my school work." The 2019-2020 School Climate Survey results	In an effort to have good communication with stakeholders, primarily students, teacher feedback has had a great impact on this data finding. Much effort was placed on providing professional development which focused on teacher-	Communicate With Stakeholders Staff-Student Connections

(on Power BI) indicated that 68% of students strongly agreed with the statement: "My teachers let me know how I am doing on my school work." This is a 11 percentage point increase.	student conferencing and corrective feedback.	Empower Teachers And Staff
The 2018-2019 School Climate Survey results (on Power BI) indicated that 57% of students strongly agreed with the statement: "My teachers are friendly and easy to talk to." The 2019-2020 School Climate Survey results (on Power BI) indicated that 63% of students strongly agreed with the statement: "My teachers are friendly and easy to talk to." This is a 6 percentage point increase.	Much emphasis this year has been placed on social-emotional learning activities and strategies. Providing professional development to staff that has focused on developing and improving staff-student connections has enabled teachers and the guidance counselor to take a more proactive role in forming supportive and nurturing partnerships with all students/stakeholders. As a result, much improvement has been demonstrated in this area.	Empower Teachers And Staff Promoting Growth Mindset Mindfulness

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	The 2018-2019 School Climate Survey results (on Power BI) indicated that 51% of students strongly agreed with the statement: "The overall climate at my school is positive and helps me learn." The 2019-2020 School Climate Survey results (on Power BI) indicated that 52% of students strongly agreed with the statement: "The overall climate at my school is positive and helps me learn." This is a 1 percentage point increase.	Student feelings of adult compassion and a positive school environment is an emotional priority. This is also relative to the school culture as well as atmosphere, and continues to be an area of focus and priority this coming school year. Many programs were provided for the faculty's personal/professional growth to enhance the school climate, such as awareness of mindfulness practices/training, growth mindset initiatives, and social emotional learning activities.	Celebrate Successes Positive Behavior Support (PBS) Staff-Student Connections
	The 2018-2019 School Climate Survey results (on Power BI) indicated that 60% of students strongly agreed with the statement: "My teachers make me want to learn." The 2019-2020 School Climate Survey results (on Power BI) indicated that 64% of students strongly agreed with the statement: "My teachers make me want to	Emphasis has been placed on creating a positive and loving school environment where students want to come to school to learn. Instituting mindfulness activities, positive growth mindset initiatives, and celebrating successes has resulted in helping students grow and achieve while fostering and creating self-confidence, as well as a desire to be successful at school.	Celebrate Successes Staff-Student Connections Rewards/Incentives

	learn." This is a 4 percentage point increase.		
	The 2018-2019 School Climate Survey results (on Power BI) indicated that 49% of students strongly agreed with the statement: "My teachers give me meaningful homework to help me learn." The 2019-2020 School Climate Survey results (on Power BI) indicated that 50% of staff strongly agreed with the statement: "My teachers give me meaningful homework to help me learn." This is a 1 percentage point increase.	By providing meaningful and purposeful professional development to staff, every effort has been made to make sure that staff and students make academic connections. State standards and grade level expectations were used to guide instruction and re-teaching skills aided in helping students understand the importance of mastering objectives.	Empower Teachers And Staff Staff-Student Connections Communicate With Stakeholders

Essential Practice for Neutral Data Findings (Secondary)

Celebrate Successes

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	The 2018-2019 School Climate Survey results (on Power BI) indicated that 43% of students strongly agreed with the statement: "Adults at my school care about me as an individual." The 2019-2020 School Climate Survey results (on Power BI) indicated that 44% of students strongly agreed with the statement: "Adults at my school care about me as an individual." This is a 1 percentage point increase.	Although much attention has been focused on social-emotional learning by providing social-emotional learning activities and classes to students, there still remain populations of students that require more individualized services. Professional development has been provided to staff which focused on school culture and social-emotional learning district initiatives such as Values Matter Miami and character education.	Social and Emotional Learning (SEL) Staff-Student Connections Empower Teachers And Staff
	The 2018-2019 School Climate Survey results (on Power BI) indicated that 58 % of students strongly agreed with the statement: "Adults at my school help me when I need it." The 2019-2020 School Climate Survey results (on Power BI) indicated that 55% of students strongly agreed with the	In an effort to meet the needs of students that may require assistance with social emotional learning skills, the school guidance counselor provided both whole group and small group counseling to students requiring assistance. In addition, the use of both the weekly mental health specialist and clinician on staff at KLE aided in providing services to emotionally fragile students. Lastly, a dedicated art therapy room and counselor's room created safe spaces for students	Effective Use of School and District Support Personnel Social and Emotional

			Learning (SEL)
	statement: "Adults at my school help me when I need it." This is a 3 percentage point decrease.	and staff to practice mindfulness, breathing exercises, positive behavior therapy, as well as a place to relax, rewind, and recharge.	Staff-Student Connections
	The 2018-2019 School Climate Survey results (on Power BI) indicated that 48% of students strongly agreed with the statement: "I like coming to school." The 2019-2020 School Climate Survey results (on Power BI) indicated that 45% of students strongly agreed with the statement: "I like coming to school." This is a 3 percentage point decrease.	As Kendale Lakes Elementary School continues to pride itself with creating a positive learning environment and has provided many opportunities to celebrate success and create a positive school culture, this is an area which continues to be an area of focus and provides opportunities for continued improvement. The administrative team, along with the school guidance counselor, provided weekly, monthly, and quarterly incentive programs to promote student attendance, character values, and academic achievement .	Social and Emotional Learning (SEL) Celebrate Successes Welcoming Spaces

Essential Practice for Significantly Decreased Data Findings (Primary)

Social and Emotional Learning (SEL)

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 Data Findings	According to the Academic Programs tab (on Power BI) , the 2017 English Language Arts FSA proficiency is 70%, 2018 is 79%, and 2019 is 81%. Over a three year period this represents an increase of 11 percentage points.	Enhanced services provided by instructional personnel in order to improve achievement of English Language Arts academic standards through lesson planning/study, student engagement during the delivery of English Language Arts instruction, differentiated instruction, and student data chats improved student achievement.	Data-Driven Instruction Interventions/RtI Ongoing Progress Monitoring
	According to the Academic Programs tab (on Power BI) , the 2017 FSA Mathematics learning gains is 58%, 2018 is 61%, and 2019 is 68%. Over a three year period this represents an increase of 10 percentage points.	Services provided by instructional personnel in order to improve achievement in math academic performance has greatly impacted student achievement. The use of whole group math instruction, differentiated instruction, and a focus on Florida State Standards has enabled educators to	Data-Driven Instruction Interventions/RtI Gradual Release of Responsibilities Model (GRRM)

	improve instructional delivery and alignment to math standards/proficiency.	
	According to the AP3 i-Ready school wide Reading diagnostic results chart, in 2017 69% of students were considered Tier 1-on grade level at the AP3 diagnostic, in 2018, 75% of students were considered Tier 1, and in 2020 79% of students were considered Tier 1 on AP3. This represents an increase of 10 percentage points over a 3 year period.	Through the use of i-Ready performance data and professional development focused on using English Language Arts standards focused instruction, infused with interpreting and monitoring technology usage and overall performance, this area has show growth over the course of three years.	Data-Driven Instruction

Technology Integration

Corrective Feedback for Students |

Essential Practice for Significantly Improved Data Findings (Sustained)

Ongoing Progress Monitoring

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 Academic Programs tab (on Power BI) , the 2018 FSA Mathematics learning gains of the lowest 25% is 61% and in 2019 is at 68%. This represents an increase of 7 percentage points.	In an effort to address the needs of fragile students requiring intensive math instruction, math intervention/ differentiated instruction as well as utilizing data driven decision making aided in providing students and teachers the means to improve student achievement in this category. Standards based planning, math intervention personnel, collaborative planning, and an effective use of curriculum resources will continue to be an area of focus for the coming school year.	Ongoing Progress Monitoring

Interventions/RtI

Standards-Aligned Instruction |
| | According to the Academic Programs tab (on Power BI) , the 2017 FSA Mathematics proficiency is 85%, in 2018 is 85%, and in 2019 is 89%. Over a three year period this represents an increase of 4 percentage points. | Using professional development, both vertical and horizontal planning and grade level team collaboration, teachers have placed an emphasis on standards driven instruction. Teachers also provided peer collaboration with colleagues to ensure that students were provided with rigorous instruction, corrective feedback, and technology aids to enhance learning and understanding of challenging Mathematical concepts. | Ongoing Progress Monitoring

Gradual Release of Responsibilities Model (GRRM)

Standards-Aligned Instruction |
| | According to the AP3 i-Ready data school wide Mathematics diagnostic results chart, in 2017 76% of students were considered | Using i-Ready Mathematics data to guide instruction, teacher-student conferences, and providing incentives for Mathematics proficiency, use of various resources has | Technology Integration |

	Tier 1-on grade level, in 2018 78% of students were considered Tier 1, and in 2020 80% of students were considered Tier 1 on AP3. This represents an increase of 4 percentage points over a 3 year period.	resulted in high outcomes in this area. Professional development has been provided to teachers on how to use performance Mathematics data to drive instruction and providing re-teaching of challenging math standards and concepts.	Ongoing Progress Monitoring Standards-Aligned Instruction

Essential Practice for Neutral Data Findings (Secondary)

Technology Integration

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 Academic Programs tab (on Power BI), the 2018 NGSSS Science proficiency is 86%, in 2019 is 76%. This represents a decrease of 10 percentage points.	It is important to continue fortifying STEAM based initiatives and school wide Science programs in an effort to continue to improve student achievement in this category. Using hands-on learning, inquiry-based learning, and standards-aligned instruction as a focus this year during professional development, teachers will be able to provide improved instructional delivery, participate in standards based curriculum planning, and continue to provide students with a wide variety of Science based learning activities that simulate real-world problem solving skills and objectives.	Student Engagement Hands-on Learning 21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)
	According to the Academic Programs tab (on Power BI) , the 2017 FSA English Language Arts learning gains proficiency is 71%, in 2018 is 71%, and in 2019 is 72%. Over a three year period this represents an increase of 1 percentage point.	Enhanced services provided by instructional personnel in order to improve achievement of English Language Arts academic standards through lesson planning/study, student engagement during the delivery of English Language Arts instruction, differentiated instruction, and student data chats improved student achievement. Students also participated in self-monitoring, student created goals for achievement, and teachers used rewards and incentive programs to highlight and recognize student gains.	Interventions/RtI Ongoing Progress Monitoring Data-Driven Instruction
	According to the Academic Programs tab (on Power BI) , the 2017 FSA English Language Arts learning gains	The use of response to intervention, i-Ready growth monitoring, and the literacy coach has provided students with an opportunity to receive corrective feedback through small group, teacher led centers. Additionally, the literacy coach provided professional development and coaching to teachers on the effective using of the Wonder	Student Engagement Interventions/RtI

proficiency of the lowest 25 percent is 65%, in 2018 is 63%. This represents a decrease of 2 percentage points.	Works Reading Intervention program for tier 2 students and provided training on the effective use of district provided tier 3 materials. Teachers closely progress monitored struggling students to check for learning gains using weekly, monthly, and quarterly reports to ensure that fragile student populations continued to close learning gaps in achievement.	Technology Integration

Essential Practice for Significantly Decreased Data Findings (Primary)

Interventions/RtI

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.

<p align="center">SCHOOL CULTURE</p>

Sustained Essential Practice

Empower Teachers And Staff

Primary Essential Practice

Social and Emotional Learning (SEL)

Secondary Essential Practice

Celebrate Successes

ACADEMIC PROGRAMS

Sustained Essential Practice

Ongoing Progress Monitoring

Primary Essential Practice

Interventions/RtI

Secondary Essential Practice

Technology Integration

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.

Serving a diverse student population, a key competency involves believing in all students' ability to learn and show continuous improvement regardless of existing barriers/strengths. This commitment to students requires teachers take ownership for student learning, that high expectations are set for all learners, that all students can learn regardless of the barriers they exhibit, and that teachers are committed to the policies that are used to improve instruction and advance learning for all students.

As evidenced by:

Data analysis of various demographic and subgroup performance as measured by Student Services' surveys, iReady, STAR, SAT and/or FSA achievement levels.

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

The SLT will utilize ongoing progress monitoring from the various data points in order to demonstrate a commitment to students' academic and social/emotional progress, refer students as applicable to necessary resources/services, and/or enrichment opportunities.

Competency 2: Focusing on Sustainable Results

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

Serving a diverse student population, key deliberate actions will include expanding upon proven, research-based strategies that prioritize hands-on and authentic learning activities, implementing STEAM initiatives, regularly tracking student progress, and utilizing innovative intervention/enrichment actions to target specific students' strengths and/or deficits. Feedback among key stakeholders is necessary to fortify sustainable results. In order to fully engage sustainable results, it is necessary that teachers are committed to prioritizing activities, implementing initiatives, regularly tracking progress, demonstrating perseverance, considering innovative actions, and taking a course of action to achieve desired results and minimize risks.

As evidenced by:

Instructional lesson plans and hands-on labs/journals/STEAM activities aligned to Standards, teacher data progress monitoring, data chats, as well as grade level, faculty, and EESAC meeting input/feedback.

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

The SLT will enhance and improve upon proven best practices and instructional routines that are used to drive instruction and promote student performance while providing support and professional development to staff that includes hands-on learning initiatives, STEAM labs and activities, tracking student progress, and promoting new innovative actions in order to achieve and sustain the desired results.

Competency 3: Developing Others

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

Building capacity within our building requires a commitment from all team members in one common goal of school improvement while using self-reflecting tools, planning, education, and a commitment of continuous improvement from all stakeholders. The common view of self-improvement is a priority and requires setting positive expectations, providing instruction, ongoing feedback, training, collaboration, evaluation, and corrective feedback as appropriate.

As evidenced by:

Staff meetings, grade level meetings, professional development offerings and logs, instructional coach cycles, and classroom observations.

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

The SLT will analyze needs assessment surveys, professional development gaps, and provide assistance to staff members in order to promote positive expectations, self-reflection, and educational growth for all staff members.

Competency 4: Engages the Team

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

Engaging team members for the common goal of student and staff improvement requires collaboration and goal setting from all team members. The SLT team will have a commitment to ensure that all members are engaged in

activities that promote collaborative planning, grade level meetings, support from team members, goal setting, educational opportunities/PD, communication and feedback, and a shared vision.

As evidenced by:

Grade level meeting minutes, agendas and handouts, horizontal and vertical team planning schedules, faculty meeting cooperative learning activities, and team building exercises as part of professional development days.

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

The SLT will work to promote collaboration and team building among staff for the shared vision of school improvement by providing clear communication to all team members, supporting all staff members in a positive and motivating manner, while also using resources and training to empower team members to set tangible goals and effectively implement positive student growth and performance. The SLT will educate, model, and participate in various team building activities and cooperative learning protocols in order to cultivate a sense of a positive and supportive community among staff and administration.

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

Continue to enhance and fortify leadership team members that provide support for teachers, students, and staff. Encourage teachers to be leaders, innovators, risk-takers and designers of new ways to approach challenges. The focus will continue to be to instruct teachers, through professional development activities, grade level planning, and modeling the use of protocols and procedures which foster a sense of community whereby stakeholders are encouraged to participate in positive social support, development of trusting and caring relationships, effective collaboration, and provide a safe and supportive school environment where teachers are encouraged to use their skill sets and knowledge, and to serve as teacher leaders and mentors.

Primary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Primary Essential Practice

Continue to fortify and enhance existing Social-Emotional Learning/Mindfulness initiatives which promote support, care, and uplifting interpersonal connections school wide. The focus will be to promote a sense of belonging and support through a welcoming and nurturing school environment in order to cultivate a sense of overall social-emotional well-being to all students and staff. This will be visible through the provision of emotionally safe spaces, intellectually safe spaces, self-awareness activities, think-answer communication skills and problem solving skills as well as professional development that provides for continued mindfulness techniques.

Secondary Essential Practice

Celebrate Successes

Priority Actions to Enhance the Secondary Essential Practice

Continue to fortify and enhance existing Celebrating Success initiatives which promote recognizing and rewarding student's that accomplish and meet both academic and social-emotional learning goals. Using school personnel, district initiatives, goal setting activities, and student created objectives for success, both staff and students will work towards aiming for high student performance outcomes, learning gains, and a positive school environment.

ACADEMIC PROGRAMS

Sustained Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Sustained Essential Practice

Continue to enhance and fortify ongoing progress monitoring that is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Teachers will use local and state assessment data to design instruction that meets students' needs and provide feedback to students, parents, and stakeholders, while monitor on a regular basis the data through the use of i-Ready reports, My On reports, Accelerated Reader reports, math topic assessment proficiency levels, and Reflex Math reports.

Primary Essential Practice

Interventions/RtI

Priority Actions for the Primary Essential Practice

Continue to fortify and enhance a strong culture of data that is used to ensure routine, consistent, and effective data-based decision making and provide for reteaching opportunities, small group skill focused lessons, teacher led centers, tier 2 and tier 3 programs and effective use of intervention materials and progress monitoring. Lastly, referral to the MTSS team for further evaluation as deemed appropriate. Teachers will collect and review student learning goals, analyze to identify content areas and skills that need to be reinforced, and factors that may motivate student learning. Teachers will collect, interpret, design, and modify as necessary the delivery of

instruction, curriculum resources, and differentiated instruction to fit the needs of classroom students based on data reports. Administrative staff and instructional coaches will routinely provide technology data reports, facilitate and provide feedback, data chats via grade level meetings, reviews of technology reports and assessment data to determine levels of approach. Additionally, it will be critical to guide instruction and provide for intervention as necessary, while creating classroom, grade level, school wide, and individual student goals.

Secondary Essential Practice

Technology Integration

Priority Actions to Enhance the Secondary Essential Practice

Continue to fortify and enhance existing best practices for technology integration which will create a digital learning environment in which students are confident using technology to complete assignments, work on student-centered instructional needs, apply technology to assist with understanding STEAM skills and standards, and using technology to produce projects and complete assessments. Staff will receive professional development and ongoing coaching in the use and applications of various district provided technology programs that promote student understanding and communication. The SAMR model will be incorporated at various levels of instruction and curriculum content areas. School wide digital leaders will provide assistance and coaching cycles to staff and key personnel will serve as digital teacher mentors promoting digital literacy to all stakeholders, especially given the immediate circumstances we are currently facing for our instructional delivery systems.

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 provide professional development in the area of empowering teachers and staff, social-emotional learning, and celebrate the success of all stakeholders, we expect to positively impact school culture and promote a school environment where all members work collaboratively towards the common goal of student achievement and promoting a sense of well being where learners are encouraged to reach their full potential.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we provide ongoing professional development in the area of ongoing progress monitoring, interventions/RtI, and technology integration, we expect to increase student performance, achievement, and engagement by providing more rigorous lessons and improved instructional delivery systems.

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
	What topic will be shared?	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?
(08/20/20) AM-PM	• *Data and Systems Review Summary* • *School Leadership Core Competency Course Reflections* • *Sustained Essential Practice* • *Primary & Secondary Essential Practice Selections* • *Priority Actions*		

	• *Outcome Statements*		
8/20/2020 8:30 A.M.-11:30 A.M.	1. Data Systems Review Summary 2. Academic/School Culture Programs Essential Practice Selections 3. Outcome Statements 4. Priority Actions	Staff members will be provided an overview of essential data as well as key information presented at Synergy. The first session will be geared towards working on protocols and strategies that will address the essential practices for the academic programs section of the school improvement plan. Teachers will receive information and strategies which will provide support for the following essential practice target areas: academic programs, ongoing progress monitoring, interventions/RtI, and technology integration. The administrative team will review and discuss the new K12.com curriculum platform and how best practices for instruction will be incorporated. The following topics will from Synergy that are key this school year will be reviewed: Florida's new B.E.S.T. English Language Arts and Mathematics standards, monitoring interventions data for school educators, MTSS next steps, using i-Ready for all learners, and don't ZOOM through instruction. The following protocols may be used to facilitate staff engagement and understanding as needed: Hope/Fears, 3 Levels of Text, and 4 A's.	Administrative Team: Principal/Ms. Martha T. Jaureguizar, Assistant Principal/ Ms. Nancy Nuñez, and Synergy Team Members.
8/20/2020 12:30 P.M.- 2:00 P.M.	1. School Leadership Core Competency Course Reflections 2. Academic and School Culture Essential Practices 3. Outcome Statements	Staff will reflect upon their previous performance as well as our school wide performance. Special activities will be used to support key focus areas of the school improvement plan and faculty will participate in school wide planning, grade level planning, and a process of creating goal focused oriented objectives for the school year. The administrative team and Synergy team members will present on the following topics: academic programs, school culture, Synergy recap, STEAM school/district initiatives, and curriculum planning based on the curriculum school map data results. The following protocols may be used to gather staff input and discuss various implementation ideas as needed and provide a platform for teachers to design grade level procedures and priority actions for new SIP strategies: block party and wagon wheel.	Administrative Team: Principal/Ms. Martha T. Jaureguizar, Assistant Principal/ Ms. Nancy Nuñez, and Synergy Team Members.
8/20/2020 2:00 P.M.- 3:30 P.M.	1. Outcome Statements 2. School Culture Essential Practices 3. Priority Actions	Staff will participate in social emotional learning activities which will address the key areas of school culture essential practices; empower teachers and staff, celebrate successes, and social-emotional learning. Synergy team members will provide information on the following topics: Mindfulness strategies to support SEL, foundations of family engagement for school and district leaders, responsible digital connections for educators, teacher leadership, and communicating and caring = A+ distance learning environment. The following protocols may be used to engage staff and foster safe spaces for teachers to share, collaborate, and foster team building activities for the coming year: hopes/fears, think/pair/share, and commit and toss.	Administrative Team: Principal/Ms. Martha T. Jaureguizar, Assistant Principal/ Ms. Nancy Nuñez, and Synergy Team Members.