



# SCHOOL IMPROVEMENT PROCESS 2018 - 2019

MAKING HISTORY  
BY  
DESIGNING OUR FUTURE

**School Location # -4091**

**Name of School - OLYMPIA HEIGHTS ES**

# MIAMI DADE COUNTY PUBLIC SCHOOLS

## School Improvement Process

### School Information

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

4091-Olympia Heights Elementary

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

Bourland, Victoria

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

Valdes-Hernandez, Ariadna

#### **Demographic Overview**

Olympia Heights Elementary School serves a diverse population of students, staff and community members. The school is comprised of 370 students (including one Pre-kindergarten classroom), 2 Administrators, 31 highly-effective instructional teachers, one Transformation Math Coach, one Counselor, one Community Involvement Specialist, two full-time Paraprofessionals, and one Media Specialist. Olympia Heights Elementary has maintained an attendance rate of approximately 96% during the last three years. The school has a mobility rate of 17%. The school's demographics are as follows: 98.5% Hispanic, which of that percent, 64% are English Language Learners. Olympia Heights Elementary is a Title I school with approximately 94% of the students classified as economically disadvantaged and is part of the Miami Southwest Senior High School feeder pattern. Additionally, the school has two units dedicated to offering services to students who are trainable mentally handicapped; a full inclusion program that services students with varying exceptionalities, and a resource gifted program for Reading, Language Arts, and Social Studies.

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

The goals at Olympia Heights Elementary are designed to enable students to achieve their potential, foster a respect for the cultural heritage of the nation, and become contributing members of society through a well-rounded education that involves critical thinking, modern technology and active participation of students, parents, and community members.

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

Olympia Heights Elementary provides its students, parents, and community with access to a state-of-the-art comprehensive curriculum designed to support the academic needs and values of all the stakeholders.

#### **1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.**

Olympia Heights Elementary was built in 1948. The school is located on nine acres in an urban city in the southeastern section of Florida that provides basic educational services based on the new Florida Standards to students in pre-kindergarten through fifth grade. The Olympia Heights community has an approximated population of 13,488. At Olympia Heights we are always striving for excellence and we value high quality education and have high expectations for every child. We welcome our parents to make a difference in their children's education by getting involved in classroom activities and keeping good communication with teachers and administrators. Olympia heights builds and foster a community relationship between community

organizations such as Kendall Regional Hospital, Fit Kids of America, KidzXL, and i9 Sports in order to integrate educational services to all students. Other components that are integrated into the school-wide program include an extensive parental involvement program and AEP Chess.

### **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 11 – July 27, 2018)**

Phase I of the School Improvement Process will begin at the 2018 Synergy Summer Institute. The School Leadership Team (SLT) will participate and collaborate in a 3-day development workshop 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 an analysis of the data, the SLT will reflect on the current practices and processes contributing to the data results during a guided 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 2018-2019 school year. During the Synergy Summer Institute, the SLT will participate in coursework aimed to develop School Leadership Core Competencies to support the implementation of the school's continuous improvement process.

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 Data Map
- School Culture Data and Systems Review Organizer
- Academic Programs Data Map
- 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 2018 Synergy Summer Institute.

July 11- July 27, 2018

*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 on School Leadership Core Competencies 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 2018-2019 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 2018 – 2019 Opening of Schools*

## **DAY ONE- Synergy Summer Institute**

### **DATA AND SYSTEMS REVIEW**

*School Leadership Teams will review all 2017-2018 data points provided on the subsequent pages in the individualized School Culture Data Map and Academic Programs Data Map to analyze the results using the Data Driven Dialogue Protocol. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.*

#### *Data and Systems Review*

1. *Using the Data Driven Dialogue Protocol, SLTs will analyze the School Culture and Academic Programs Data Maps (i.e. student level data, teacher level data, and parent 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.

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 Maps**

The following Data Maps were provided to schools during the 2018 Synergy Institute. The maps are organized in two parts, School Culture and Academic Programs. Data found on the includes:

- Student Attendance Comparisons
- Student Disciplinary Referrals by Grade-level
- Early Warning System Indicators by Grade-level
- Teacher Attendance
- Teacher Retention
- School Climate Survey Feedback from Staff
- School Climate Survey Feedback from Students
- School Improvement Data from Staff on:
  - Commitment to Students
  - Focus on Sustained Results
  - Develop Others
  - Engages the Team
- 2018 FSA Data for all Tested Subjects by Grade-level
- 2018 SAT-10 Data by Grade-level
- 2018 FSA Data for all Tested Subjects by Subgroup

## School Culture Data Map

### 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 climate survey, 85% of the students agree that teachers make them aware of how they are performing in school.	Students need to have ownership of their learning process and their academic progress.	Attendance Monitoring / iAttend  Rewards/Incentives  Celebrate Successes
	Climate survey feedback indicates that 100% of the staff likes working at the school.	Teachers will put forth maximum effort in teaching if they like working at the school.	Shared Vision  Empower Teachers And Staff  Goal oriented learning

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

Shared Vision

<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>	The number of students with 16 or more absences increased from 11% in the 16-17 school year to 14% in the 17-18 school year.	Studies indicate that high student attendance equates to improved student achievement.	Attendance Monitoring / iAttend  Character Education / Values Matter  Early Warning Systems
	Early Warning Systems indicate that 37	If students are not	Early Warning Systems

students in 4th and 5th grade scored a level 1 in ELA and 41 students in 4th and 5th grade scored a level 1 in Math.	engaged in positive learning experiences then achievement decreases.	Positive Behavior Support (PBS)  Student Engagement (Cognitive Engagement, Behavioral/Physical Engagement, Emotional Engagement)

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

Attendance Monitoring / iAttend

<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>	51 students in K-5 had 18 or more absences.	Due to increased rigor and pacing of lessons, students can easily fall behind if they are not attending school regularly.	Attendance Monitoring / iAttend  Communicate With Stakeholders
	50% of staff reflected that administrations conducted instructional walkthroughs on a monthly basis.	Staff needs reassurance that they are implementing best practices and that their work is positively recognized with frequency and fidelity.	Celebrate Successes  Empower Teachers And Staff

**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>	Students with Disabilities (SWD) proficiency increased by 19 percentage points from 6% in 16-17 to 25% in 17-18 in ELA.	Students with Disabilities also contribute to the school's over all performance.	Collaborative Data Chats Data-Driven Instruction Technology Integration
	Non-Economically Disadvantaged proficiency increased by 10 percentage points from 50% in 16-17 to 60% in 17-18 in Science.	Non-economically Disadvantaged students also contribute to the school's over all performance.	Inquiry-based Learning (Project based/Problem based learning) Planning Lessons with the End in Mind Effective Questioning (Higher-order Thinking Questions, Questioning Strategies)

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

#### Data-Driven Instruction

<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>	Economically Disadvantaged students decreased by 1 percentage point from 35% in 16-17 to 34% in 17-18 in Science.	94% of our students are Economically Disadvantaged which significantly affect the overall performance of the school.	Checks for Understanding Data-Driven Instruction Collaborative Planning
	Non-Students with Disabilities increased by 1 percentage point from 37% in 16-17 to 38% in 17-18.	89% of our students are Non-Students with Disabilities which will significantly affect the overall performance of the school.	Checks for Understanding Data-Driven Instruction Collaborative Planning

## Essential Practice for Neutral Data Findings (Secondary)

### Collaborative Planning

<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>	ELL students decrease by 25 percentage points from 62% in 16-17 to 37% in 17-18 in Math.	In addition to impacting our overall school proficiency in Math, it also negatively affects our lowest 25% and learning gains in Math.	Inquiry-based Learning (Project based/Problem based learning)  Checks for Understanding  Ongoing Progress Monitoring
	Overall proficiency in reading of 5th grade students decreased by 25 percentage points from 55% in 16-17 to 32% in 17-18.	In addition to impacting our overall school proficiency in Reading, it also negatively affects our lowest 25% and learning gains in Reading.	CRISS - Creating Independence through Student-owned Strategies  Checks for Understanding  Ongoing Progress Monitoring

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

Inquiry-based Learning (Project based/Problem based learning)

### ESSENTIAL PRACTICES SELECTION

*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. Schools will identify the Priority Actions to ensure this successful practice is sustained during the 2018-2019 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 2018-2019 school year. These actions will be captured under Priority Actions.*

### 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 2018-2019 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 2018-2019 school year.*

*The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2018-2019 school year.*

## **SCHOOL CULTURE**

### **Sustained Essential Practice**

Shared Vision

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

The sustained practice of shared vision will be improved by: 1. Creating team bonding activities to involve all staff members and stakeholders. 2. Provide professional development on best practices to be implemented during the school year. 3. Empower teachers to take on leadership roles and participate in school committees.

### **Primary Essential Practice**

Celebrate Successes

### **Secondary Essential Practice Selection**

Attendance Monitoring / iAttend

## **ACADEMIC PROGRAMS**

## **Sustained Essential Practice**

Data-Driven Instruction

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

The sustained practice of data-driven instruction will be improved by: 1. Continuing to use data driven instruction as a way to improve differentiated instruction and collaborative planning. 2. Providing ongoing professional development. 3. Making data driven decisions during data chats and common planning.

## **Primary Essential Practice**

Inquiry-based Learning (Project based/Problem based learning)

## **Secondary Essential Practice Selection**

Collaborative Planning

# **DAY TWO- Synergy Summer Institute**

## **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 2018-2019 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. During the Synergy Summer Institute, coursework will allow for the evaluation and development of these School Leadership Core Competencies to increase efficiency and skill mastery which can be used by school leaders to successfully implement 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.*

### **School Leadership Core Competency Course Reflections**

*School Leadership Teams will participate in a series of courses during the Synergy Summer Institute to measure and develop School Leadership Core Competencies and utilize these high-level competency skills to implement the identified Essential Practice Enhancements to improve outcomes within School Culture and Academic*

*Programs. SLTs will reflect on their current leadership roles and implementation of the core competencies and consider opportunities for growth and application of each core competency for the 2018-2019 school year.*

## **Competency 1: Commitment to Students**

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

A key competency involves all stakeholders being invested in all student's abilities to learn and show continuous improvement regardless of existing strengths or barriers.

**As evidenced by:**

Data analysis of all subgroups measured by iReady, STAR, SAT and and/or FSA achievement levels.

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

Olympia Heights Elementary will continue to monitor progress from various data points in order to establish a commitment to students' academic, social and emotional needs. Students will also be provided with enrichment opportunities through the STEAM after school program.

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

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

Olympia Heights Elementary will improve on current, research-based academic strategies that will increase authentic learning activities through data driven instruction and inquiry based learning.

**As evidenced by:**

Lesson plans, Data Chats (administration/teacher and student/teacher), Collaborative Planning Meetings, Interactive Journals and input/feedback provided by the EESAC.

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

Administration will continue to conduct data chats and provide support and professional development to staff members to include data-driven instruction, standards based learning and hands-on learning.

## **Competency 3: Developing Others**

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

Building capacity within our school is a critical part of the school improvement process that requires all staff members to commit to the shared vision of the school. This requires setting positive expectations, evaluation, ongoing feedback, professional development, collaboration and self-reflection.

**As evidenced by:**

Grade level meetings, staff meetings, professional development plan, instructional coaching cycles and classroom observations.

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

Teachers will be provided with a needs assessment survey to prioritize professional development. At the conclusion of a professional development, teachers will provide feedback as to any concerns or needs they may have that will impede the implementation of professional development strategy.

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

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

In order to engage the team, the school leadership team will commit to ensuring that all teachers attend collaborative planning, grade level meetings and professional developments.

**As evidenced by:**

Planning meeting agendas, sign-in sheets, and handouts; cooperative learning activities; and team building exercises

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

In order to cultivate a positive sense of community and promote collaboration, the school leadership team will educate, model and participate in various team building activities and develop cooperative learning norms.

## **DAY THREE- Synergy Summer Institute**

### **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 2018-2019 school year.*

#### *Sustained Essential Practice*

*SLTs will review the Priority Actions for the Sustained Essential Practice.*

#### *Secondary and Primary Essential Practices*

*SLTs 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 2018-2019 school year.*

*The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2018-2019 school year.*

**SCHOOL CULTURE**

## **Sustained Essential Practice**

Shared Vision

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

The sustained practice of shared vision will be improved by: 1. Creating team bonding activities to involve all staff members and stakeholders. 2. Provide professional development on best practices to be implemented during the school year. 3. Empower teachers to take on leadership roles and participate in school committees.

### **Primary Essential Practice Selection**

Celebrate Successes

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

The school will continue to promote a positive growth mindset by: 1. Using team building strategies. 2. Empowering Teachers and Staff. 3. Celebrating successes.

### **Secondary Essential Practice Selection**

Attendance Monitoring / iAttend

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

The school will continue to monitor attendance by: 1. Conducting monthly attendance committee meetings. 2. Having teachers submit attendance updates and/or concerns by using a form on a bi-weekly basis to report excessive absence patterns and/or trends.

## **ACADEMIC PROGRAMS**

## **Sustained Essential Practice**

Data-Driven Instruction

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

The sustained practice of data-driven instruction will be improved by: 1. Continuing to use data driven instruction as a way to improve differentiated instruction and collaborative planning. 2. Providing ongoing professional development. 3. Making data driven decisions during data chats and common planning.

### **Primary Essential Practice Selection**

Inquiry-based Learning (Project based/Problem based learning)

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

The school will continue to: 1. Provide professional development during faculty meetings and classroom support. 2. Conduct ongoing data chats with teachers to effectively implement the individual learning process by differentiating instruction. 3. Participate in common planning time to address individual students' needs.

### **Secondary Essential Practice Selection**

Collaborative Planning

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

Collaborative planning will be enhanced by: 1. Providing a schedule of common planning times to teachers. 2. Implement a monitoring system by Administrators to attend and participate during common planning meetings.

## **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 2018-2019 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 2018-2019 school year.*

### **SCHOOL CULTURE**

#### **OUTCOME STATEMENT**

##### **School Culture**

1. If we successfully implement our sustained practice of a shared vision, all teachers and Stakeholders will work collaboratively towards a common goal. 2. If we successfully implement our primary essential practice of celebrating successes, then the overall school culture will be a positive one which, in turn, will lead to increased student achievement. 3. If we successfully implement our secondary essential practice of monitoring attendance, then student achievement will increase.

### **ACADEMIC PROGRAMS**

#### **OUTCOME STATEMENT**

##### **Academic Programs**

1. If we successfully implement our sustained practice of data-driven instruction, all teachers will commit to knowing their students well academically, socially, and emotionally, in order to increase student achievement. 2. If we successfully implement our primary practice of inquiry-based learning, then all students and teachers will actively engage in the learning process. 3. If we successfully implement our secondary practice of collaborative planning, then members will be empowered to make informed decisions that will impact delivery of instruction.

## **OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT**

*School Leadership Teams will design a professional development to be provided during the Opening of School activities on one or both Teacher Planning Day(s). 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 during the Synergy Summer Institute 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*

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

- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
  - *Priority Actions - How will the priority actions be addressed during the school year?*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

### Opening of School Professional Development Agenda

<b>Opening of School Date</b>  (08/14 - 08/17) AM-PM	<b>Phase I Topic</b>  <i>What topic will be shared?</i> <ul style="list-style-type: none"> <li>• <i>Data and Systems Review Summary</i></li> <li>• <i>School Leadership Core Competency Course Reflections</i></li> <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>	<b>Process Description</b>  What process/protocol will be used to share the topic and garner feedback from all stakeholders?	<b>Activity Lead</b>  Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
8/16/18 8:30am - 11:30am	Breakfast/welcoming Principal Introduction/Lego icebreaker activity/Data/Best Practices/Review of Opening of Schools handbook	Breakfast will be served as teachers and staff get an opportunity to welcome each other back/meeting will be held in the Media Center/Review of Opening of Schools handbook	Principal/Assistant Principal
11:30am-12:00pm	Lunch	Lunch will be provided by Dade Partner	Fit Kids of America
12:00pm-3:20pm	Video "Know your Y" by Michael Jr./Review of Opening of Schools handbook	Video reflection/continue handbook review meeting in the Media Center	Principal/Assistant Principal
8/17/18 8:30am-3:20pm	Grade Level meetings	Grade level meetings will be scheduled throughout the day	Principal
