



# SCHOOL IMPROVEMENT PROCESS 2018 - 2019

MAKING HISTORY  
BY  
DESIGNING OUR FUTURE

**School Location # -7151**

**Name of School - HOMESTEAD SHS**

# MIAMI DADE COUNTY PUBLIC SCHOOLS

## School Improvement Process

### School Information

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

Homestead Senior High School

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

Munoz, Guillermo

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

Pena, Jose; Boynton, CaTina; Salomatoff, Beverley; Garcia, Nersa

#### Demographic Overview

At Homestead Senior High School, the student population consist of 59 percent Hispanics, 39 percent African American, 3 percent Caucasian, 0.59 percent Multicultural, and 0.1 percent Asian. The student body is equally portioned between females and males at 50 percent. Students receiving free/reduced lunch equates to 94 percent of the student body. The Exceptional Student Education student population totals 21 percent without including gifted students. Twelve percent of the student population are English language learners (levels 1- 4).

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

The mission of Homestead Senior High School is to prepare students to develop their human potential and intellectual skills by providing a quality, relevant, and rigorous education in a safe learning environment so that students will become competitive and participatory citizens in a globalized world.

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

Homestead Senior High School envisions its students developing their talents and intellectual skills to become informed, caring, responsible, and productive citizens of their community, state, nation, and world.

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

Homestead Senior High School is located in the southern portion of Miami Dade County, Florida. It is nestled between Biscayne National Park to the east and Everglades National Park to the west. Homestead is a suburb of Miami and is a major agricultural area. It is the second oldest city, incorporated in 1913. Homestead Senior High School serves a predominantly low socio-economic population, as supported by its 94% free and reduced lunch program participants. Nonetheless, it is a very proud community who takes advantage of the educational opportunities that are provided. Homestead Senior High School currently offers three school choice programs in the areas of: Hospitality and Tourism, Aviation, and a Health and Careers Academy. We have introduced a variety of new course offerings and clubs designed to provide students with opportunities to explore different career choices and participate in extra curricular activities. Students can choose from our Dual Enrollment, Industry Certification, and Advanced Placement courses to explore their interests. A dynamic partnership also exist with South Dade Technical College which provides students with an opportunity to participate in electrical, nursing, and other related medical courses.

#### 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.*

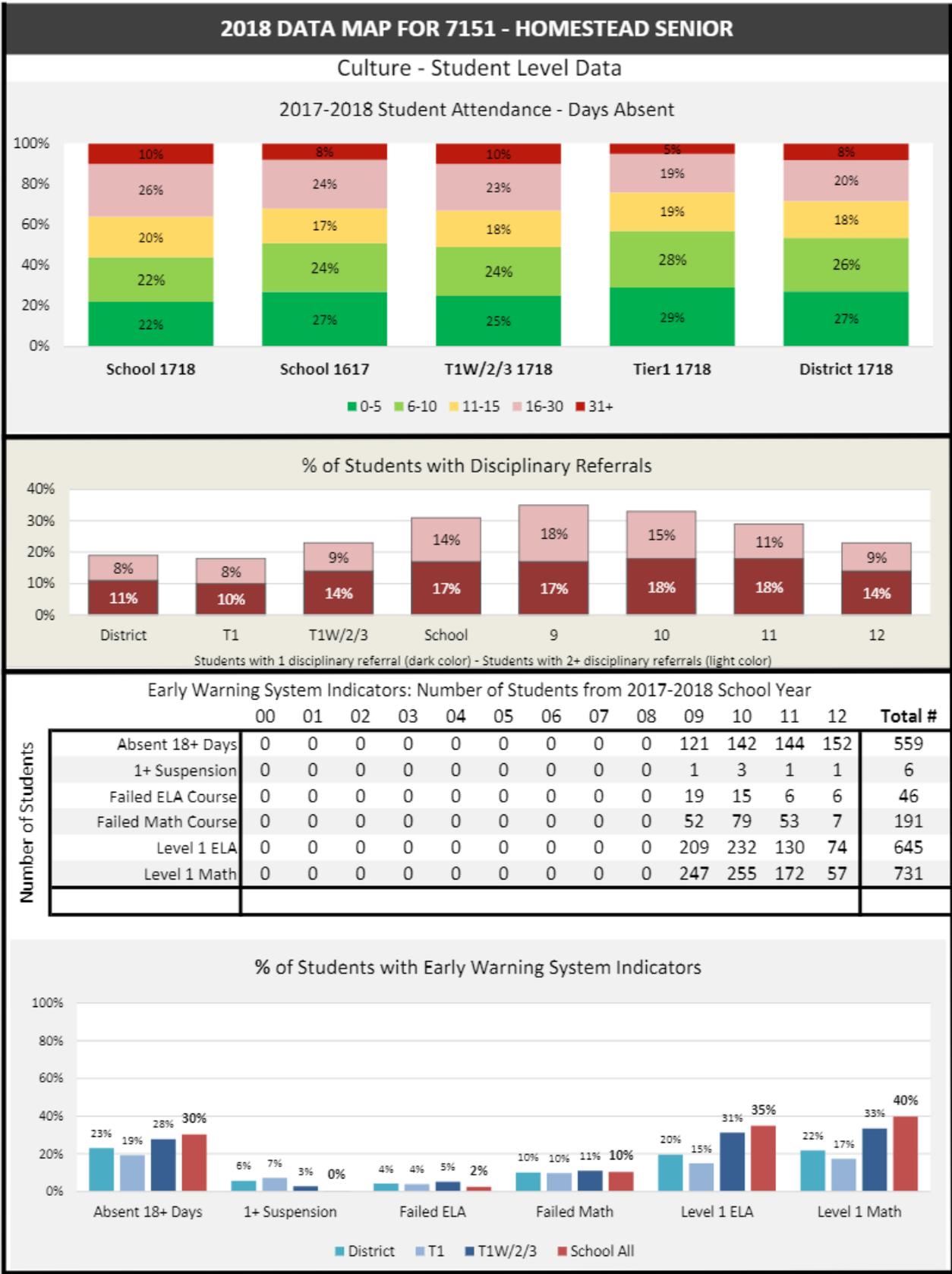
*The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school’s performance.*

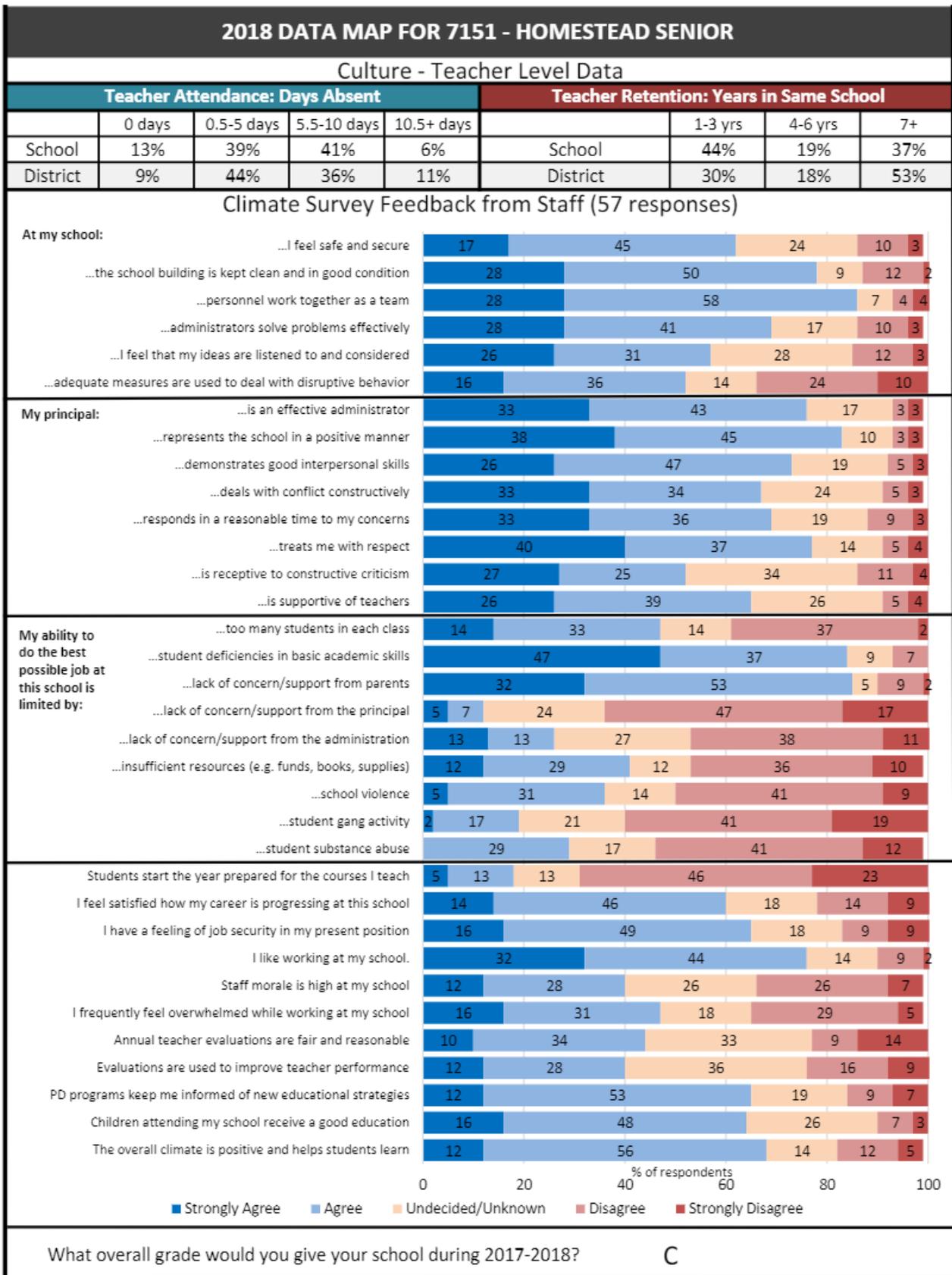
## **Data Maps**

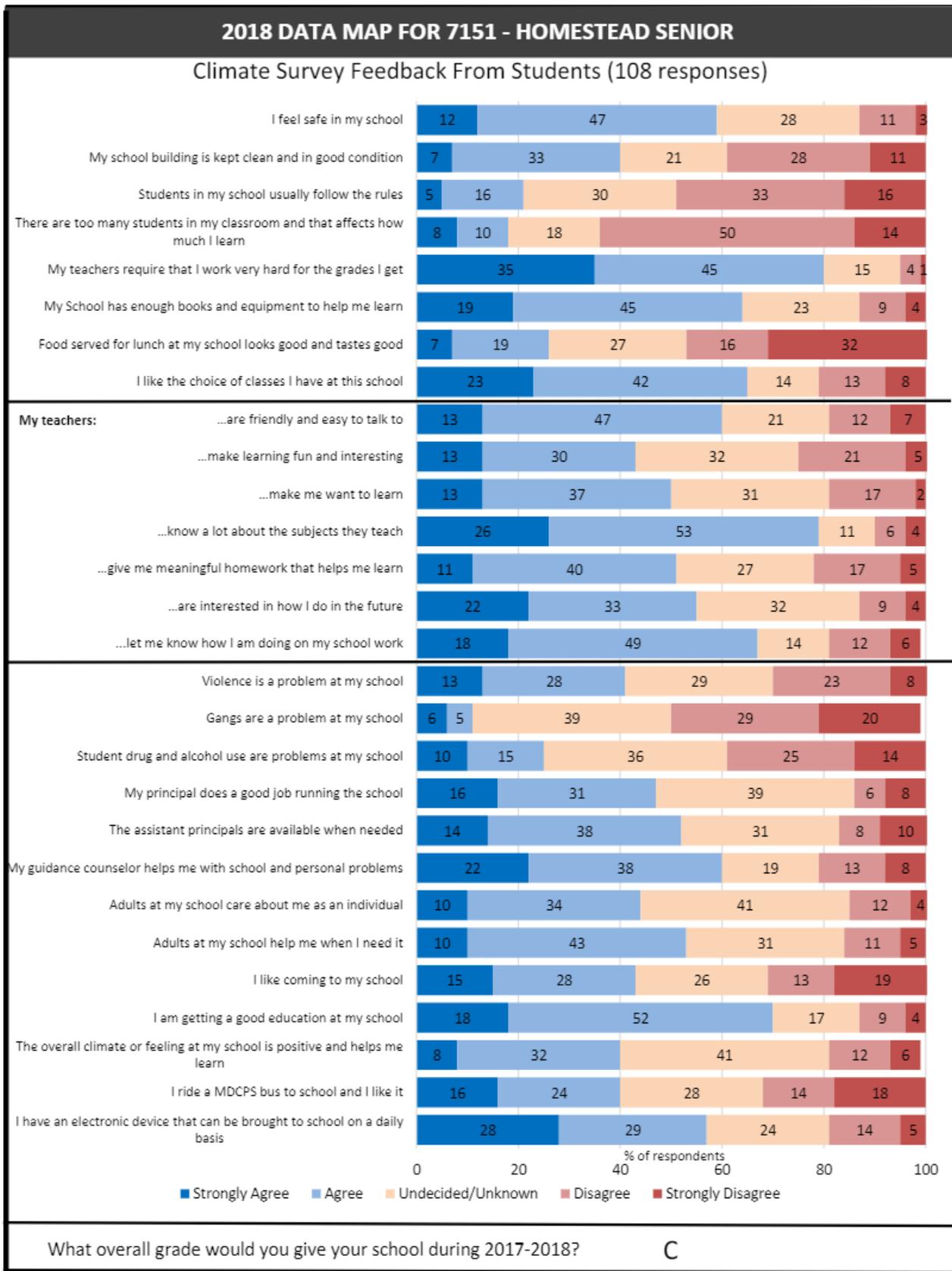
*The following Data Maps were provided to schools during the 2018 Synergy Institute. The maps are organized in two parts, School Culture and Academic Programs. Data found on the includes:*

- *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**



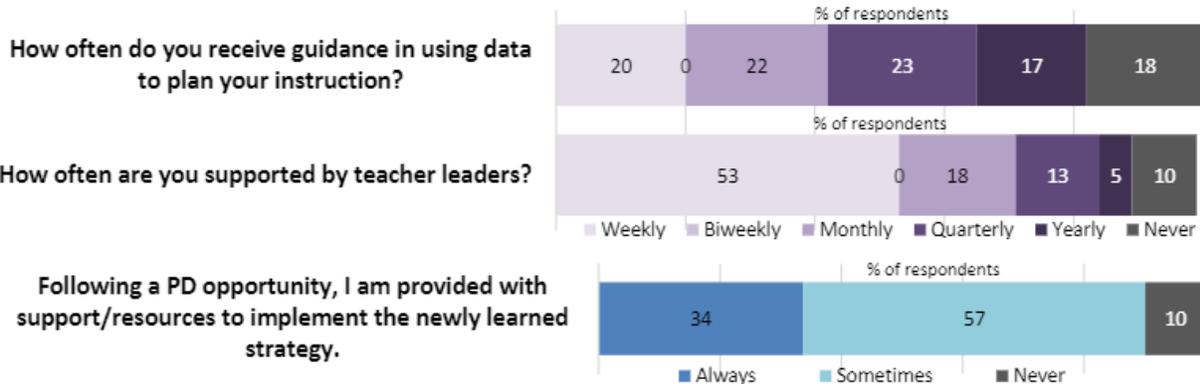






## 2018 DATA MAP FOR 7151 - HOMESTEAD SENIOR

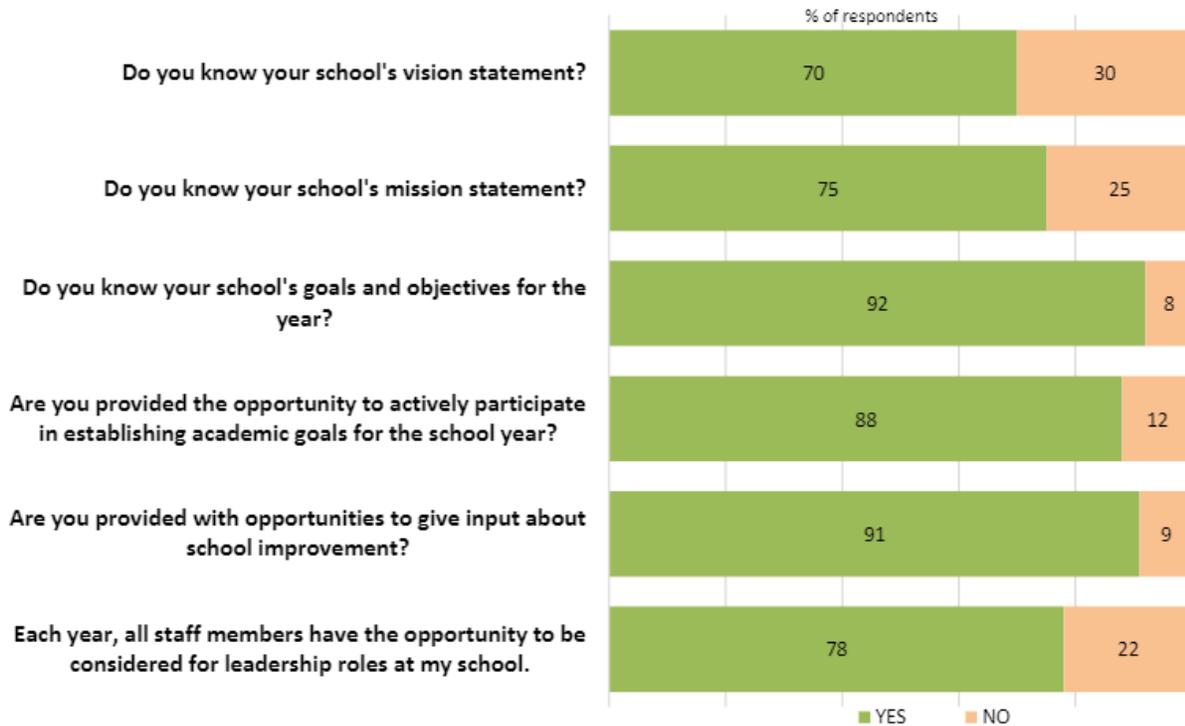
### Developing Others



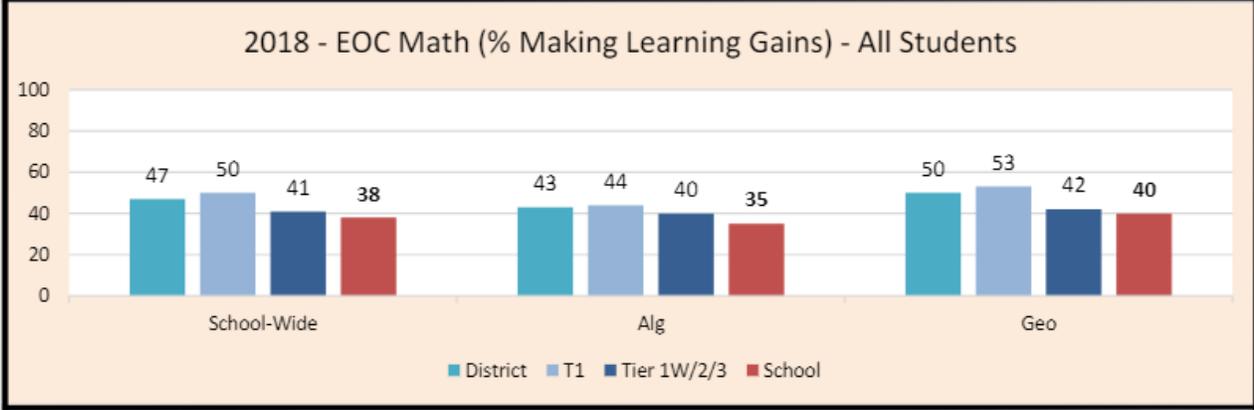
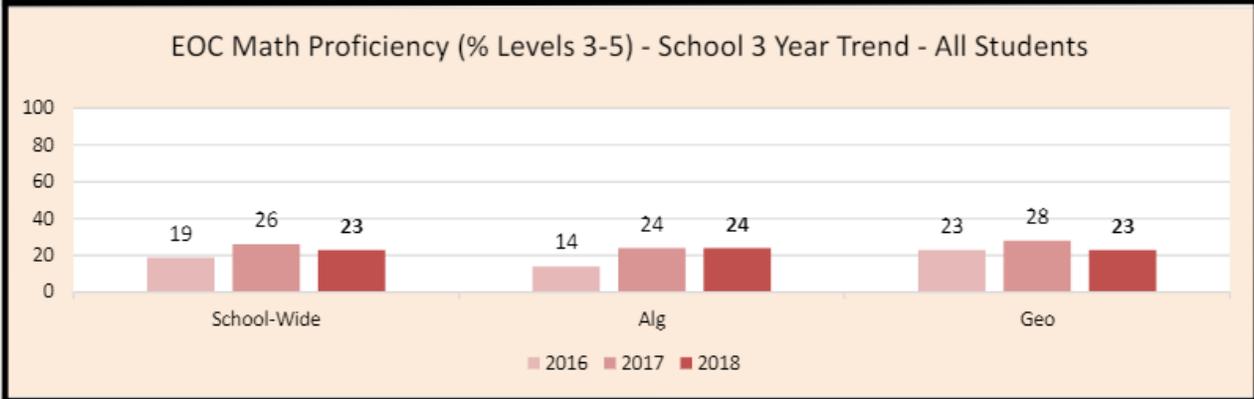
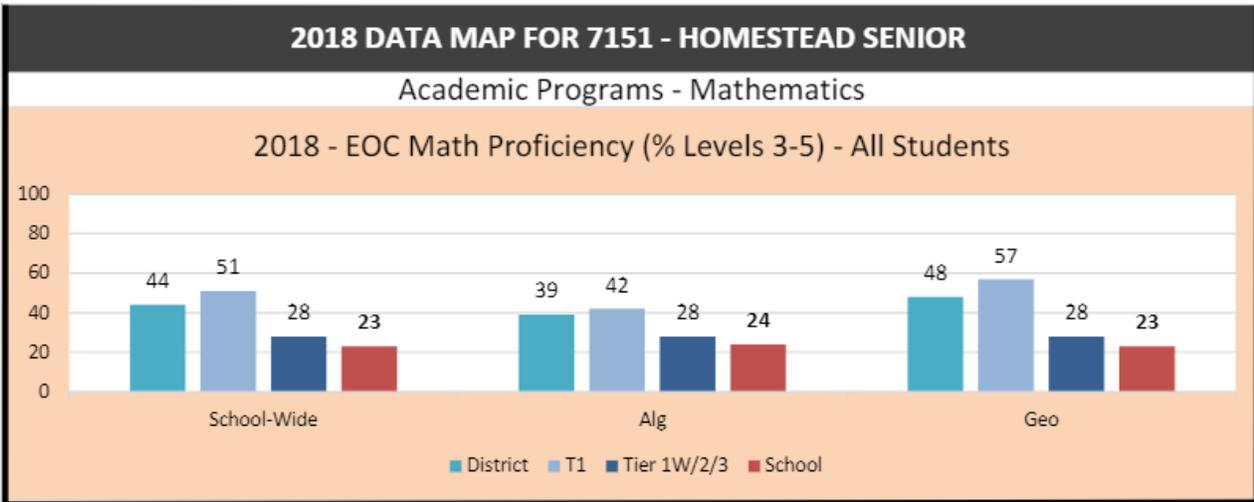
### My administration sets high standards for teaching, learning, and improvement at my school site by...



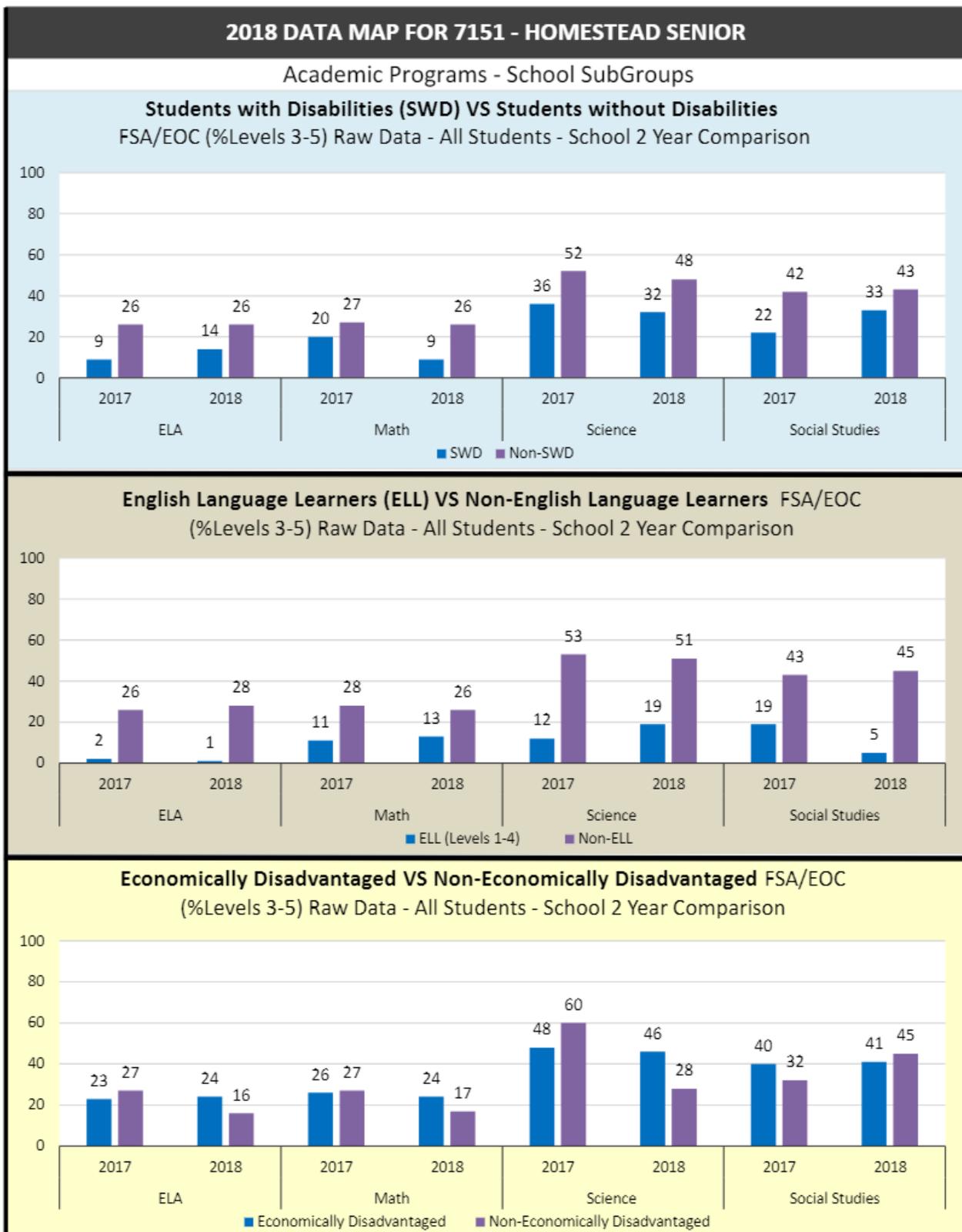
### Engages the Team











**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>	For the 2017- 2018 school year, 150 students were referred to Alternative to Outdoor Suspension (AOS) as compared to 250 during the 2016-2017 school year. This represented a 40 percent decrease.	Due to the revision of the disciplinary policy, emphasis was placed on reducing the amount of students referred to AOS by utilizing the following strategies: increasing parental involvement, incorporating after-school detentions, excluding students from one class period versus the entire day, and implementing the Values Matter Campaign. These strategies may have contributed to the increase of the instructional time and resulting in higher academic gains.	Character Education / Values Matter  Positive Behavior Support (PBS)  Effective Use of Resources
	Based on the 2017-2018 school climate survey, 59 percent of students feel safe in school.	Utilizing the Values Matter Campaign, emphasis was placed on character education and conflict resolution strategies. These strategies may have provided students with the tools needed to express their feelings in a positive and safe manner.	Inquiry-based Learning (project based/problem based learning)  Student Engagement (Cognitive Engagement, Behavioral/Physical Engagement, Emotional Engagement)  Goal oriented learning

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

other

Promoting and Maintaining a safe learning environment

<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>	Based on the 2017-2018 school climate survey, 68 percent of the teachers feel that the overall climate of the school is positive and helps students learn as compared to 72 percent in the 2016-2017 school year.	As a result of the rewards & incentives such as field trips, turn up chain, Lunch VIP Fast Passes, and academic challenges such as Reading Plus and Penda, students were encouraged to strive to do their best on all assignments and assessments. This reward system may have contributed to an improvement in our school culture.	Shared Vision Empower Teachers And Staff Communicate With Stakeholders
	For the 2016-2017 and 2017-2018 school years, the overall student attendance rate was at 90 percent.	As a result of monitoring the daily attendance bulletin, utilizing the attendance coach to monitor truant students, and the issuance of No Grades to students with excessive unexcused tardies and absences, student attendance may have impacted student performance.	Attendance Monitoring / iAttend Shared Vision Rewards/Incentives

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

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>Significantly Decreased Data Findings</b>	Based on 2017-2018 Teacher Attendance Data, 41 percent of teachers were absent from 5.5 to 10 school days as compared to the district average of 36 percent. This is a 5 percent difference.	Instructional Delivery may have been adversely impacted due to teacher attendance. There was a need to provide the temporary instructors with coaching support to assist with content knowledge and lesson delivery.	Attendance Monitoring / iAttend Communicate With Stakeholders other Coaching Support Provided to Temporary Instructor
	Non ELL Student performance on the 2016-2017 Geometry EOC was at a 28.9 percent proficiency when compared to 23.9 percent proficiency in the 2017-2018 school year. This is a 5 percent difference.	This data indicates that the strategies used with the ELL student population may have been more effective than those utilized with the non ELL student population. The utilization of the Home Language Program (HLAP) may have been beneficial to the ELL students by providing a more individualized approach.	Interventions/RtI Early Warning Systems Student-centered Instruction

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

other

Attendance Monitoring of Teachers

**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>	During 2017- 2018 school year, ELA Proficiency increased to 29 percent as compared to 24 percent during the 2016-2017 school year.	As a result of coaching cycles, teachers implemented the Gradual Release Model to focus on instructional planning and instructional delivery. Additionally, differentiated instruction, through the use of interventionists and City Year Corps Members, may have assisted with the increase in student proficiency.	Planning Lessons with the End in Mind  Differentiated Instruction  Standards-based Lesson Planning
	During the 2017-2018 school year, Math Proficiency increased to 28 percent when compared to 25 percent in the 2016-2017 school year.	Using Higher Order Thinking Questions (HOTS) throughout daily lessons, Data Driven Differentiated Instruction via pullout interventions, and the integration of technology via computer labs for Algebra 1 and Geometry, may have contributed to the overall 3 percent gain.	Collaborative Planning  Explicit Instruction  Ongoing Progress Monitoring
	In the 2017-2018 school year, Acceleration increased to 72 percent when compared to 51percent in the 2016-2017 school year.	There was a 21 percent increase in acceleration that may have been caused by counselors strategically scheduling students into Dual Enrollment (DE), Advanced Placement (AP), and Career Technical Education (CTE) courses.	Effective Resource Utilization  Ongoing Progress Monitoring  Enrichment Activities

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

## 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>Neutral Data Findings</b>	During the 2017-2018 school year, Math Learning Gains for the Lowest 25 percent plateaued at 43 percent when compared to the 2016-2017 school year.	As a result of inconsistent interventions which targeted the Lowest 25 percent, there was a decrease in Math Learning Gains. There was a focus on the Level 1 students for remediation which prevented the Level 2 students to benefit from differentiated instruction. This created a negative impact on the overall score of learning gains for the lowest 25 percent.	Interventions/RtI  Standards-based Lesson Planning  Checks for Understanding
	During the 2017-2018 school year, the graduation rate was 73 percent when compared to 71 percent during the 2016-2017 school year.	Due to implementing a senior night orientation event, data analysis of FSA, EOC, PERT, SAT, ACT scores and the utilization of social media to track withdrawn students may have contributed to a two percent increase in the graduation rate.	Planning Lessons with the End in Mind  Ongoing Progress Monitoring  Goal Oriented Learning

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

## Planning Lessons with the End in Mind

<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>	During the 2017-2018 school year, Math Learning Gains decreased to 33 percent when compared to 38 percent in the 2016-2017 school year.	As a part of the Mathematics intervention plan, students received instruction via Teacher Led and Technology rotations. Unfortunately, the technology component did not yield the desired outcome. Hence, this may have caused a decrease in Math Learning Gains.	Technology Integration  Differentiated Instruction  Checks for Understanding
	During the 2017-2018, Science Proficiency to 49	As a result of the inability to find highly qualified Biology teachers and the lack of teacher retention,	Checks for Understanding

	percent when compared to 51 percent in the 2016-2017 school year. This was a decrease of 3 percent.	this may have contributed to the decrease in science proficiency.	Corrective Feedback for Students  Explicit Instruction

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

Checks for Understanding

**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**

Promoting and Maintaining a safe learning environment

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

The school will continue to utilize the Values Matter Campaign to build character within all stakeholders. The referral process to AOS will continue to be monitored to ensure that the disciplinary action matches the offense according to new student code of conduct. City Year Corps Members will implement Social Emotional Learning (SEL) Interventions and Lunch Support with at risk students throughout the school year.

### **Primary Essential Practice**

Attendance Monitoring of Teachers

### **Secondary Essential Practice Selection**

Shared Vision

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Collaborative Planning

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

During the 2018-2019 school year, the school will continue to support teachers through Collaborative Planning which is built into the master schedule. We will continue to improve on this practice by creating protocols that will incorporate the development of the lesson/unit plans. The created lesson/unit plan will be modeled by a teacher/coach to provide assistance for effective implementation. Additionally, collaborative planning will focus on current assessment data to ensure interventions are strategically implemented.

### **Primary Essential Practice**

Checks for Understanding

### **Secondary Essential Practice Selection**

Planning Lessons with the End in Mind

## **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.**

The School Leadership Team's current reality regarding "Commitment to Students" is relatively high. The Leadership Team acknowledges their involvement and impact on students' academic and social progression. There is a clear commitment to put the students' learning at the center of all decisions. The master schedule was strategically designed using the 2017-2018 FSA/ EOC data to address the diverse needs of all students by grouping them by performance levels. Courses in Dual Enrollment, Advanced Placement, and CTE have also been added to the master schedule to provide acceleration opportunities for students. Additionally, the social and emotional growth of students will be addressed through the utilization of the Value Matters campaign, recognition through honor roll assemblies, and rewards & incentives.

**As evidenced by:**

Utilization of powerBi data to create the Master Schedule for 2018-2019 school year, FSA/EOC Results, CTE/AP/DE Results, Honor Roll Assemblies, Rewards & Incentives, and implementation of the Value Matters Campaign.

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

The School Leadership Team will continue to relentlessly pursue the implementation of what is right for students, even in the face of opposition from: parents, community members, as well as financial limitations and time constraints.

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

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

As it relates to "Focusing on Sustainable Results," the School Leadership Team has identified some factors that limit the achievement of desired results in Academic Programs. These factors include: inconsistent implementation of identified best practices, teacher and student accountability, teacher buy-in, lack of perseverance, and lack of flexibility.

**As evidenced by:**

As a result of classroom walkthroughs, student work products, and FSA results in the 2017-2018 school year, it was observed that there was a discrepancy between outcomes and desired goals.

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

The School Leadership Team will use the "Focusing on Sustainable Results" competency to frequently monitor the use of check for understanding strategies, identify urgent versus important tasks, and keep goals visible for all stakeholders to constantly reflect and revise as necessary. All teachers will be provided with encouragement, relevant resources, and support.

**Competency 3: Developing Others****Describe the School Leadership Team's current reality regarding Developing Others.**

As it relates to "Developing Others" the school leadership team has identified certain teachers who have expressed an interest in taking on administrative duties. Consistent professional development takes place throughout the year as requested by teachers.

**As evidenced by:**

Beginning teachers are mentored throughout the school year by an assigned MINT mentor and participate in district and school site professional development sessions. Transformation coaches provide assistance in instructional planning and lesson delivery for all core subject area teachers. A teacher needs assessment survey was created to identify professional development topics that correlate with the goals of the school improvement process. Additionally, faculty/staff aspiring to administrative roles are provided leadership opportunities throughout the year.

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

For the 2018-2019 school year, the school leadership team is committed to the growth and development of others by providing opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

**Competency 4: Engages the Team****Describe the School Leadership Team's current reality regarding Engages the Team.**

The leadership team encourages the staff to collaboratively work together to develop meaningful and relevant goals that will impact the overall culture of the school and evoke positive change.

**As evidenced by:**

Needs assessment survey, School Climate Survey, Agendas for Collaborative Planning, Agendas for Attendance Truancy Committee, Discipline Committee, Leadership Team Meetings, Critical Incident Response Team meetings, and EESAC meetings.

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

By utilizing the school-wide theme, Make Every Day Count, the leadership team will engage all stakeholders to become comprehensively vested in the school improvement process.

**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**

Promoting and Maintaining a safe learning environment

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

The school will continue to utilize the Values Matter Campaign to build character within all stakeholders. The referral process to AOS will continue to be monitored to ensure that the disciplinary action matches the offense according to new student code of conduct. City Year Corps Members will implement Social Emotional Learning (SEL) Interventions and Lunch Support with at risk students throughout the school year.

### **Primary Essential Practice Selection**

Attendance Monitoring of Teachers

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

To improve effectiveness and create sustainability the school-wide theme of "Make Every Day Count" will be introduced to faculty members during the opening of schools faculty meeting. Emphasis will be placed on teacher attendance and the correlation it has to student achievement and performance. Teacher recognition will be in the form of monthly preferred parking, Shout Outs at Faculty Meetings, and incentives. Additionally, teachers needing additional support will be provided with an opportunity to participate in district supported programs such as the Health and Wellness Program.

### **Secondary Essential Practice Selection**

Shared Vision

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

To continue the effectiveness of student engagement throughout the school, the Leadership team will continue to provide rewards and incentives such as field trips, lunch VIP fast pass, and academic challenges that include Reading Plus, Penda and Saturday Success Academy. This will lead to maintaining the positive school culture established within the building.

## ACADEMIC PROGRAMS

### Sustained Essential Practice

Collaborative Planning

#### Priority Actions for the Sustained Essential Practice

During the 2018-2019 school year, the school will continue to support teachers through Collaborative Planning which is built into the master schedule. We will continue to improve on this practice by creating protocols that will incorporate the development of the lesson/unit plans. The created lesson/unit plan will be modeled by a teacher/coach to provide assistance for effective implementation. Additionally, collaborative planning will focus on current assessment data to ensure interventions are strategically implemented.

### Primary Essential Practice Selection

Checks for Understanding

#### Priority Actions for the Primary Essential Practice

For the 2018-2019 school year, instructional coaches will provide professional development on strategies for "checks for understanding" including but not limited to standards based HOTS. Teach Like A Champion 2.0 techniques will be used to increase student engagement, pacing of lessons, and student accountability talk. Throughout the 2018-2019 school year, administrative walkthroughs will focus on the implementation of HOTS, and the selected Teach Like A Champion 2.0 techniques.

### Secondary Essential Practice Selection

Planning Lessons with the End in Mind

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

For the 2018-2019 school year, the faculty will continue to plan lessons with the end in mind at weekly collaborative planning sessions. In addition, modeling of the lessons and consistent reflection on the effectiveness of the lessons taught during the previous week will take place. Data Analysis will be ongoing at weekly Instructional Coaches' Meetings to determine if the strategies are being implemented with fidelity. Additionally, data analysis will be reviewed with all stakeholders (i.e. faculty, staff, students, and parents) to ensure student success.

## 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

If we are successful with the implementation of parent, students, and teachers' surveys, reflective practices, and open discussions, then all stakeholders will be heard and their input will be integrated into the decision making process of the school. Additionally, there will be an observable improvement in the character education as evidenced by the utilization of the Value Matters Campaign and City Year's Corp Members Social Emotional Learning initiative thus shifting the school culture towards a more positive school environment.

## ACADEMIC PROGRAMS

### OUTCOME STATEMENT

#### Academic Programs

If checks for understanding, planning with the end in mind, and collaborative planning are effectively implemented throughout the entire school year, then the attainment of 69 overall points (21 points in ELA, 22 points in Mathematics, 7 points in Science, 7 points in US History, 11 points in Graduation, and 1 point in Acceleration) will occur to reach the school grade of a B.

## 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

Opening of School Date	Phase I Topic <i>What topic will be shared?</i>	Process Description	Activity Lead
(08/14 - 08/17)	<ul style="list-style-type: none"> <li>• <i>Data and Systems</i></li> </ul>	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?

AM-PM	<p><i>Review Summary</i></p> <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>		
8/16-8/17	Data and Systems Review Summary	During the opening of schools faculty meeting, Mr. Muñoz, Principal, reviewed assessment data from the 2017-2018 school year with all stakeholders. Additionally, school-wide targeted goals were established to predict the 2018-2019 school grade.	Guillermo Muñoz, Principal
8/15-8/17	Team Building	The school-wide theme for the 2018-2019 school year is "Make Every Day Count". Throughout a span of three days, various meetings and activities were conducted with all staff members to build upon the school culture ( i.e. video presentation, staff acknowledgements, instructional and non instructional department meetings).	Guillermo Muñoz, Principal Jose Peña, Vice Principal CaTina Boynton, Assistant Principal Nersa Garcia, Assistant Principal, Beverley Salomatoff, Assistant Principal, Instructional Coaches (Rivera-Rosado, Brooks, Adderly, and Furnari), Teacher Leader (Barbon, Grussmark, Daniel Garcia, Nick Newbury, Nancy Howard)
8/16-8/17	Primary and Secondary Essential Practice	Through Department and Collaborative Planning meetings, emphasis was placed on departmental and individualized roles to obtain the school- wide goals.	Guillermo Muñoz, Principal Jose Peña, Vice Principal CaTina Boynton, Assistant Principal Nersa Garcia, Assistant Principal, Beverley Salomatoff, Assistant Principal, Instructional Coaches (Rivera-Rosado, Adderly, Brooks, and Furnari), Teacher Leader (Nancy Howard)
8/17/18	School Leadership Core Competency	A leadership team meeting was conducted to discuss the details of Phase 1 of the SIP. This information was disseminated via department meetings and collaborative planning sessions with the faculty and staff.	Guillermo Muñoz, Principal Jose Peña, Vice Principal CaTina Boynton, Assistant Principal Nersa Garcia, Assistant Principal, Beverley Salomatoff, Assistant Principal, Instructional Coaches (Rivera-Rosado, Adderly, Brooks, and Furnari), Teacher Leader (Nancy Howard)
