



SCHOOL IMPROVEMENT PROCESS 2018 - 2019

MAKING HISTORY
BY
DESIGNING OUR FUTURE

School Location # -7291

**Name of School - JOSE MARTI MAST 6-12
ACADEMY**

MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

7291-Jose Marti MAST 6-12 Academy

Principal (Last Name, First Name)

Enriquez, Jose

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

Buttacavoli, Sofia

Demographic Overview

José Martí Mathematics and Science Technology (MAST) 6-12 Academy was originally a boundary school until the fall of 2011. In 2011-2012, Jose Marti Middle school began transitioning from a traditional middle school into an all choice magnet school by initially accepting 6th grade and 9th grade students. The school gradually increased the grades served until we became a whole school magnet from 6-12 grade. Jose Marti Middle School's original demographics were 94.6% Hispanic, 2% White, 1.4% Black and 1% Asian. Now, with the implementation of a full magnet program our demographics are 83% Hispanic, 4% White, 11% Black and 1% Asian, more in line with district demographics, and effectively reducing minority isolation. Also the number of female students, traditionally underrepresented in STEM schools, has increased. Currently our 12th grade class consists of only 30% female students while the more recently recruited 11th and 10th grades classes demonstrate a 12% increase at 42% and 55% respectively. Our demographics mirror our voting districts which consists of 9.

a. Provide the School's Mission Statement

At José Martí MAST 6-12 Academy, the entire school is thematically tied to scientific and mathematical research, methodology, and, most importantly, to the application of the sciences. The mission is to graduate students with a firm and enriched background in the sciences as well as all aspects associated with it.

b. Provide the School's Vision Statement

José Martí MAST 6-12 Academy of Mathematics and Science Technology is to provide students with a challenging curriculum that will expose them to critical thinking, the nature of science, mathematics, computer technology and scientific research throughout their middle and high school years. Students will become seasoned critical thinkers with well thought out goals for their futures.

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

Jose Marti MAST 6-12 Academy is a STEM Magnet with an innovative curriculum. This 6-12 configuration provides students with a curriculum designed to scaffold knowledge attained over the years. Laboratory and research classes are part of the school day where students conduct “hands-on” experiments. To amplify rigor, students are engaged through a variety of performance tasks that are an integral part of the learning process. Students across Miami-Dade County have the opportunity to learn according to the motto “Where Learning Means More Doing”. In doing so, they will become seasoned critical thinkers with well thought out goals and become productive citizens of society. Jose Marti MAST is a full magnet school which allows all students in Miami-Dade County to have access to attending the school to enhance the students passion for mathematics and Science.

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.*

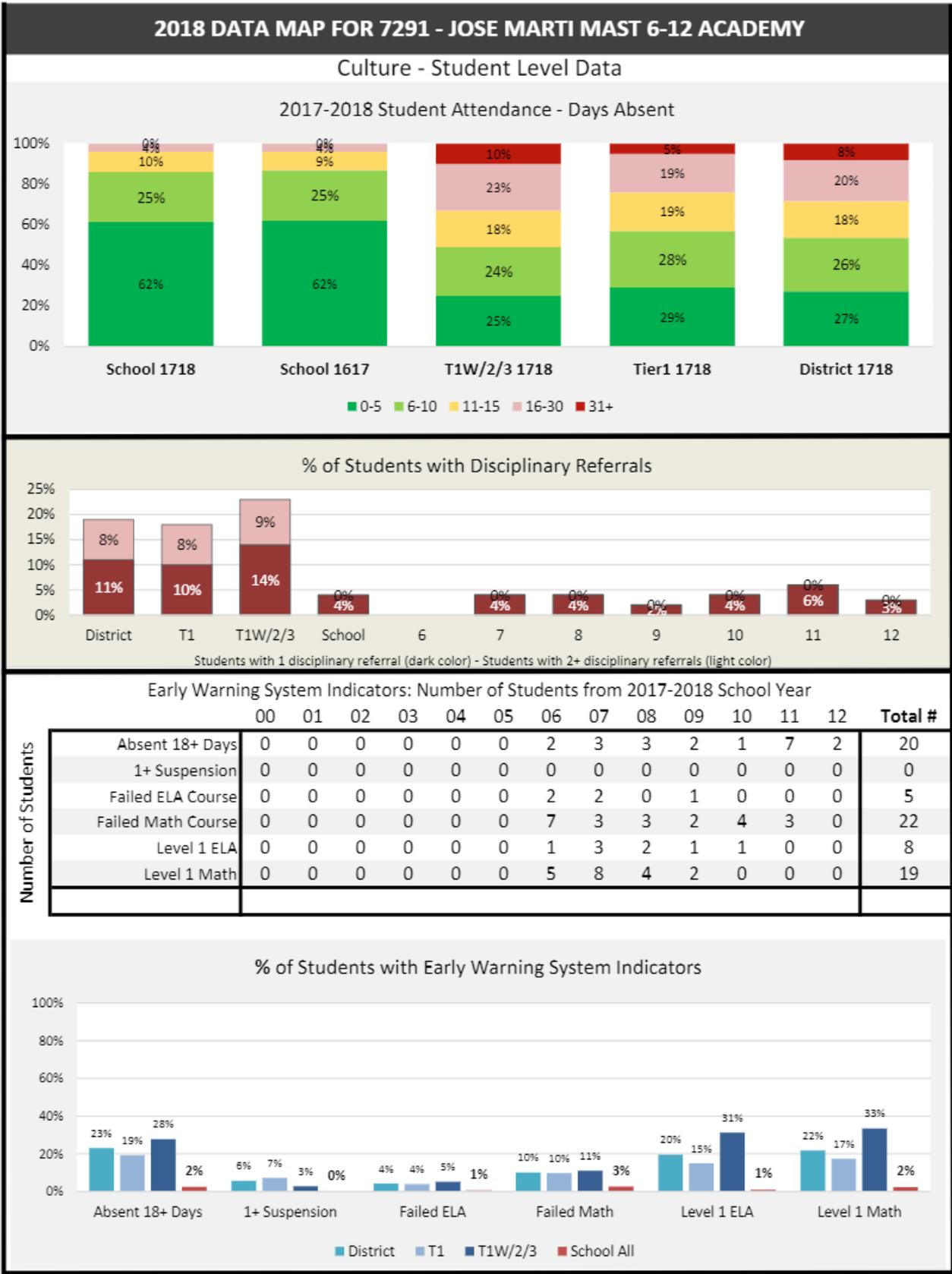
The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school's performance.

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

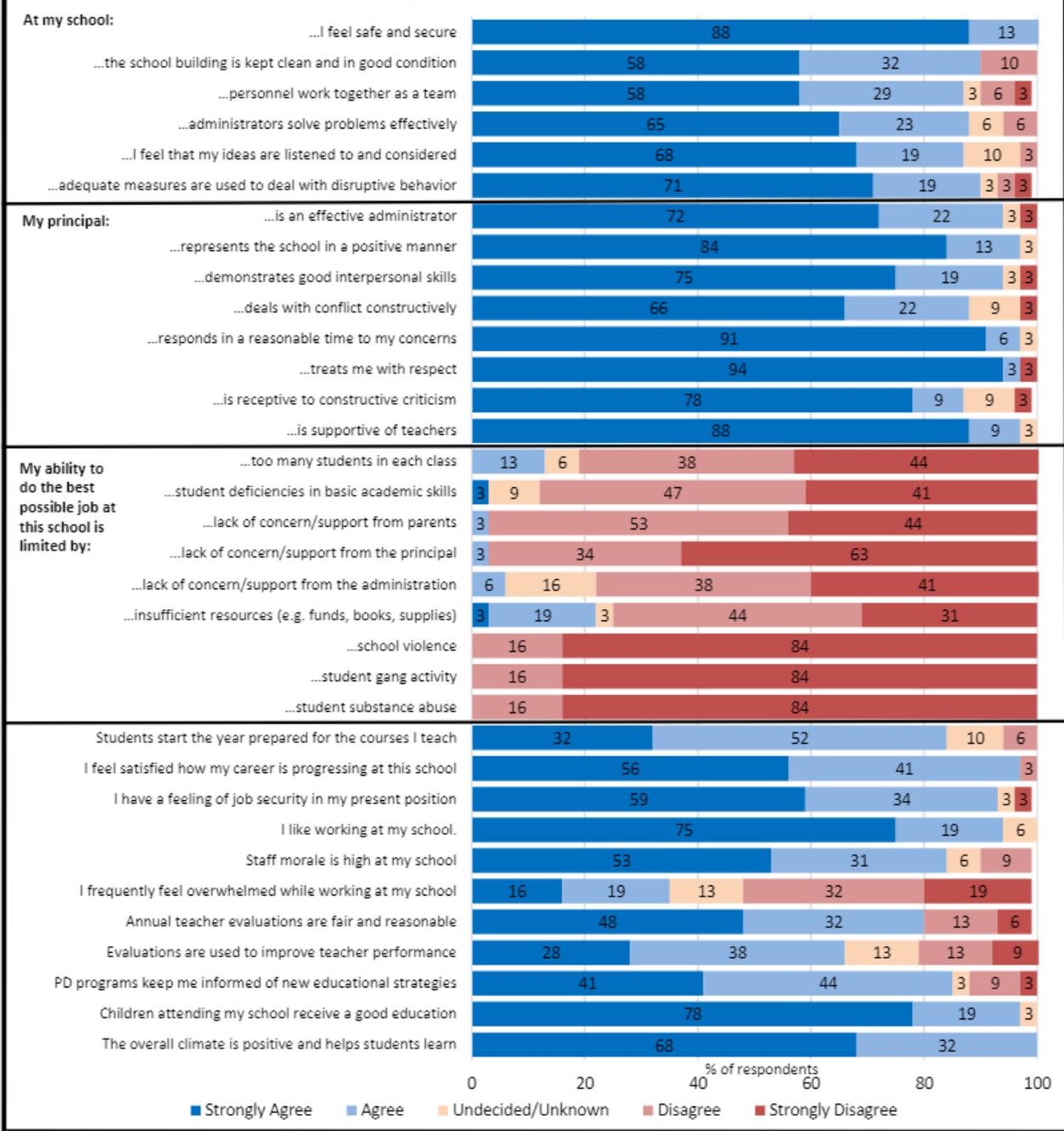


2018 DATA MAP FOR 7291 - JOSE MARTI MAST 6-12 ACADEMY

Culture - Teacher Level Data

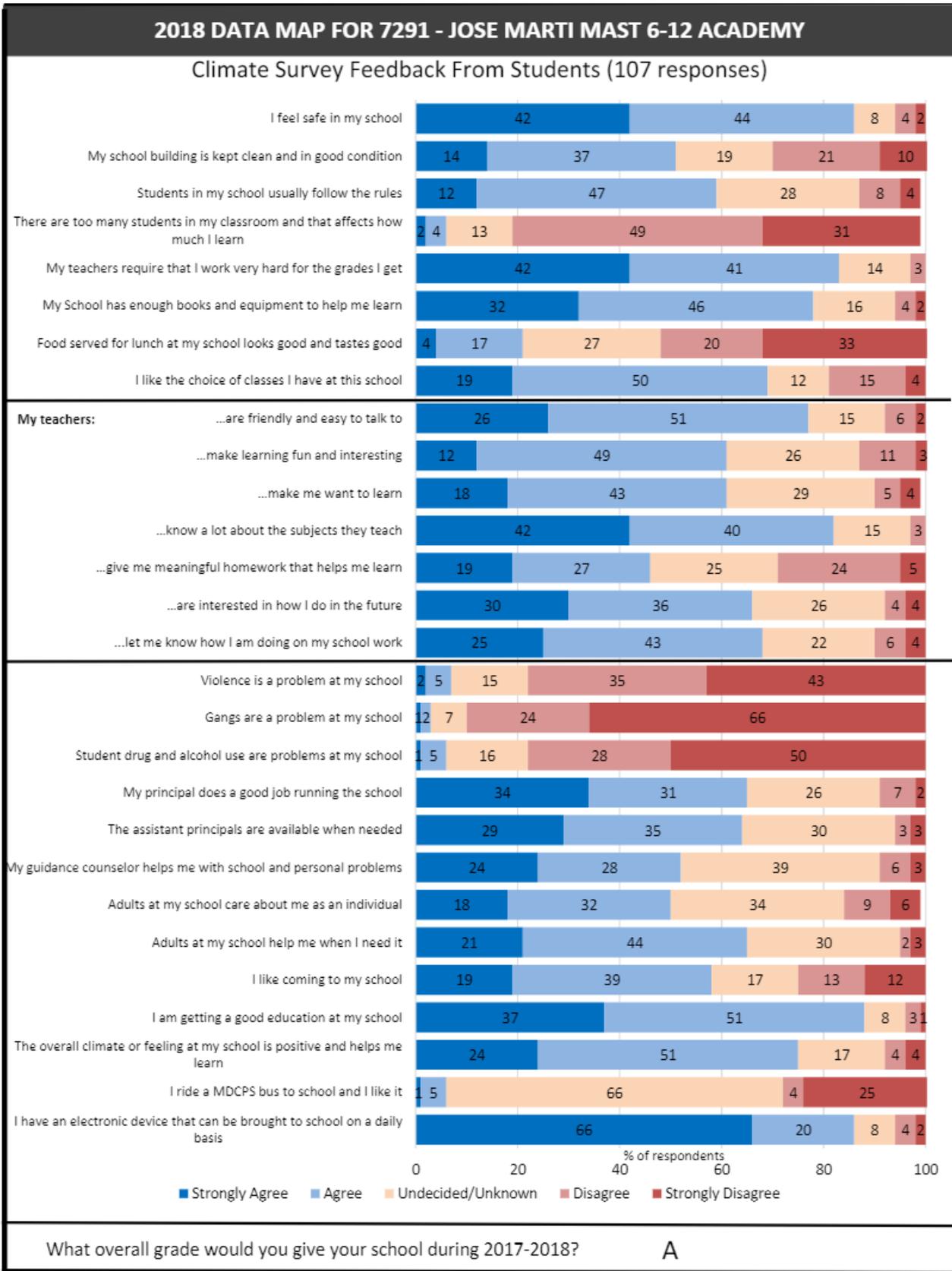
Teacher Attendance: Days Absent					Teacher Retention: Years in Same School			
	0 days	0.5-5 days	5.5-10 days	10.5+ days		1-3 yrs	4-6 yrs	7+
School	16%	44%	35%	5%	School	38%	60%	3%
District	9%	44%	36%	11%	District	30%	18%	53%

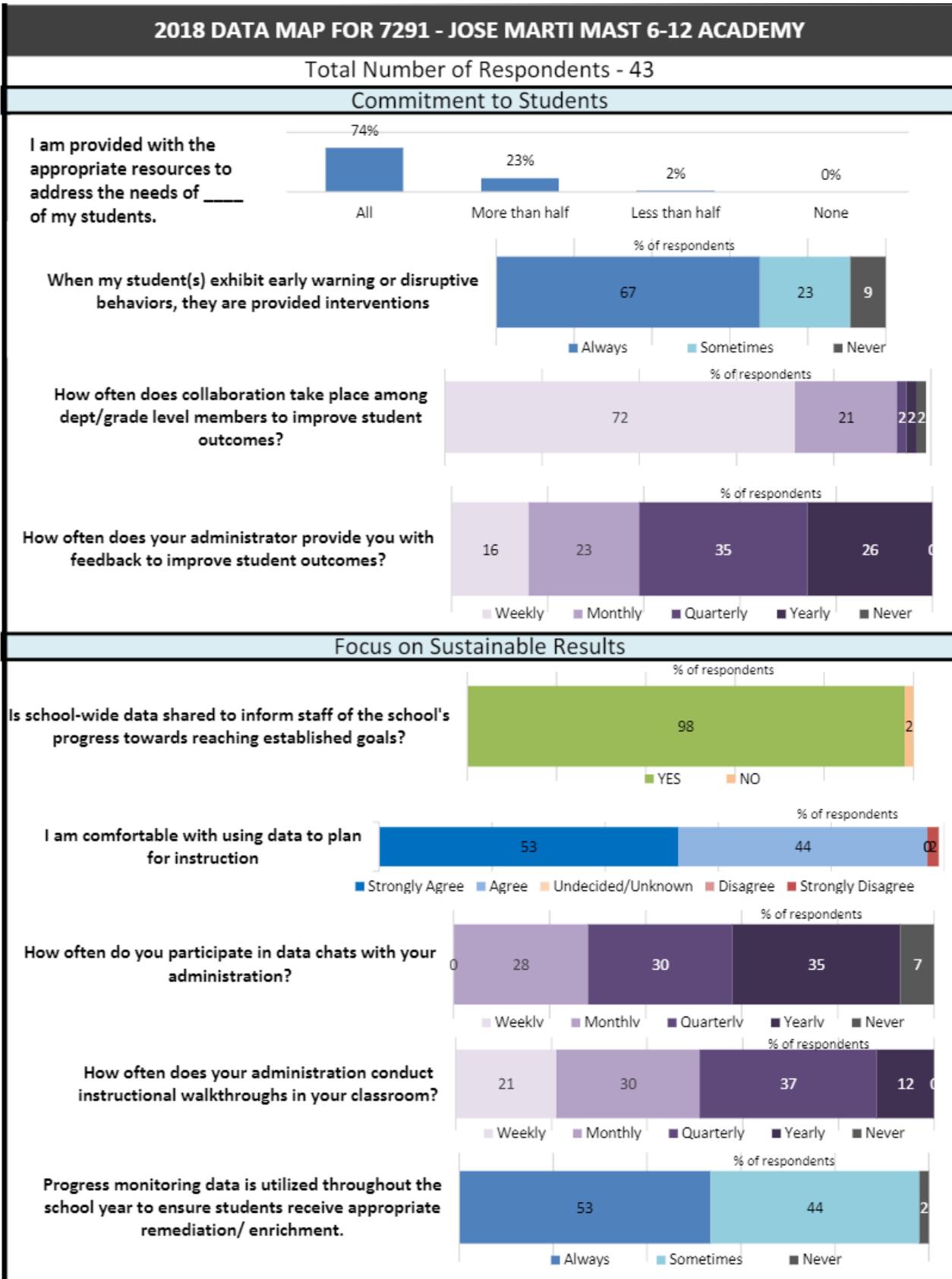
Climate Survey Feedback from Staff (32 responses)



What overall grade would you give your school during 2017-2018?

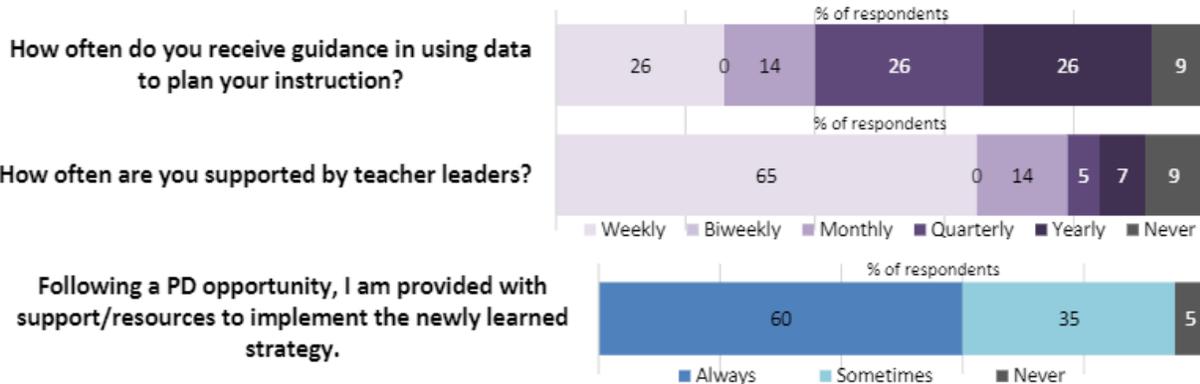
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2018 DATA MAP FOR 7291 - JOSE MARTI MAST 6-12 ACADEMY

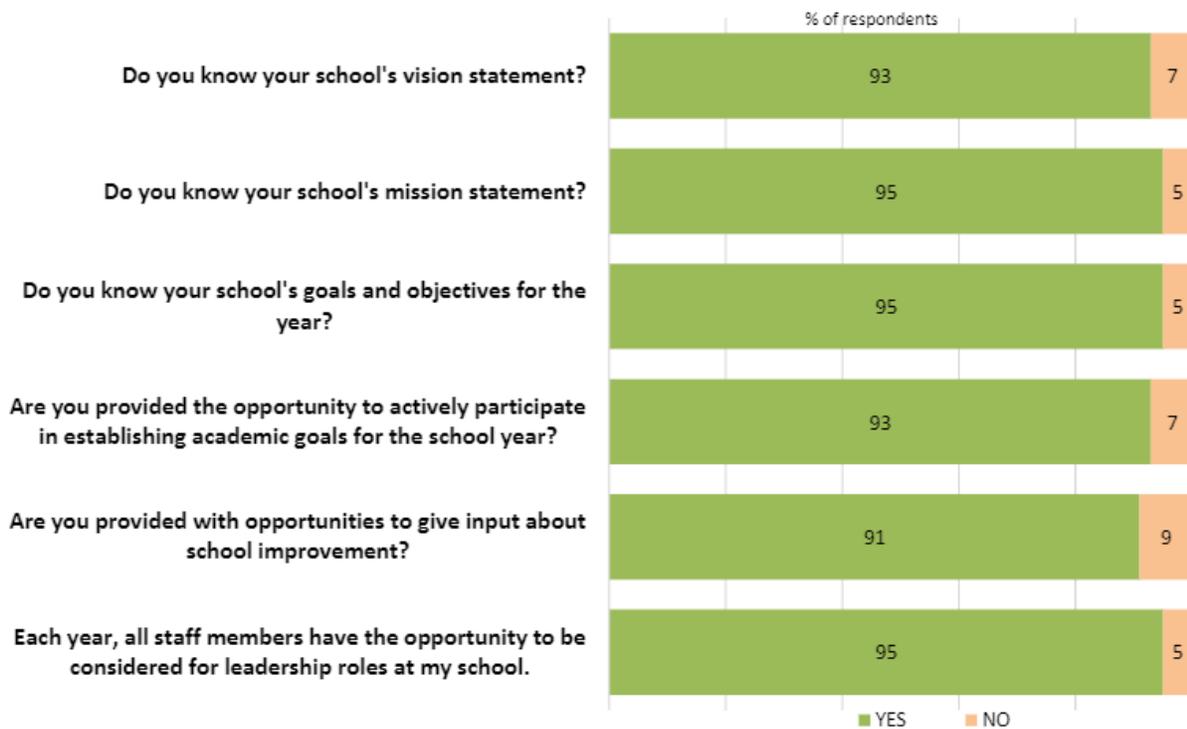
Developing Others

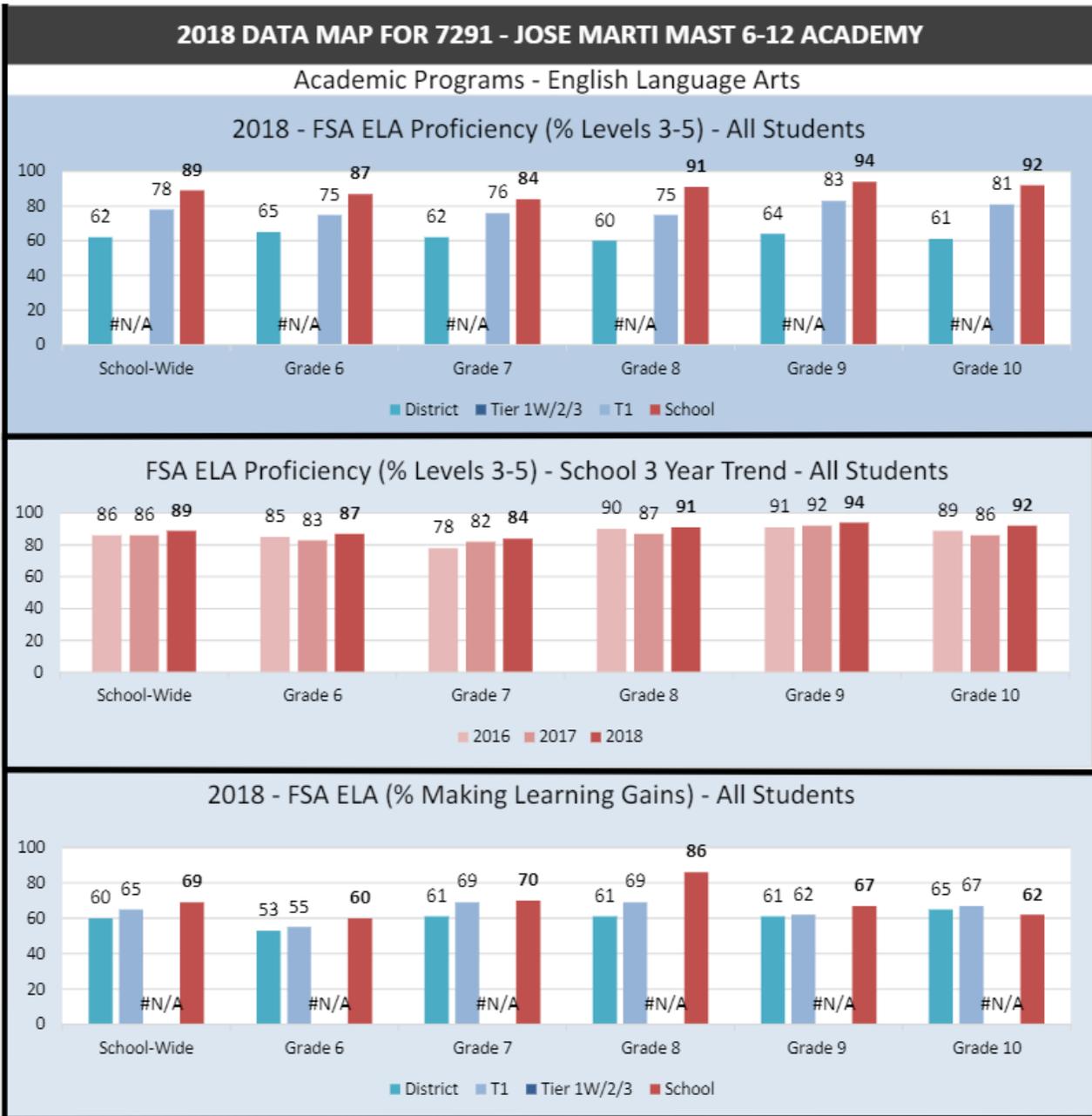


My administration sets high standards for teaching, learning, and improvement at my school site by...



Engages the Team

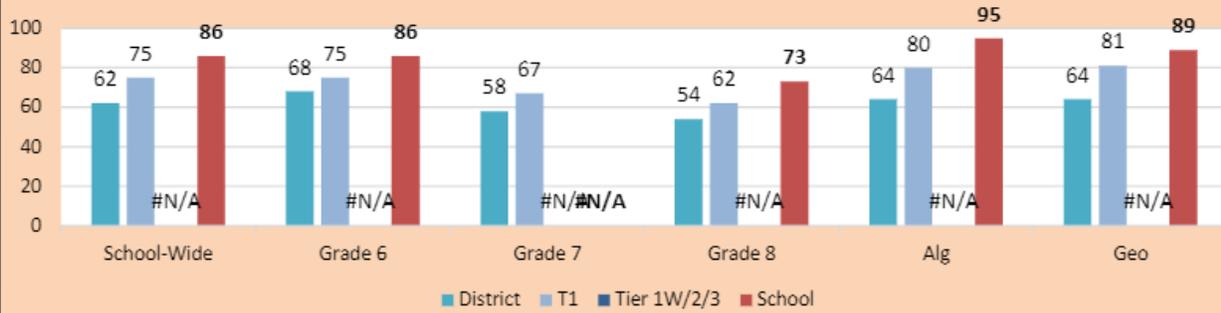




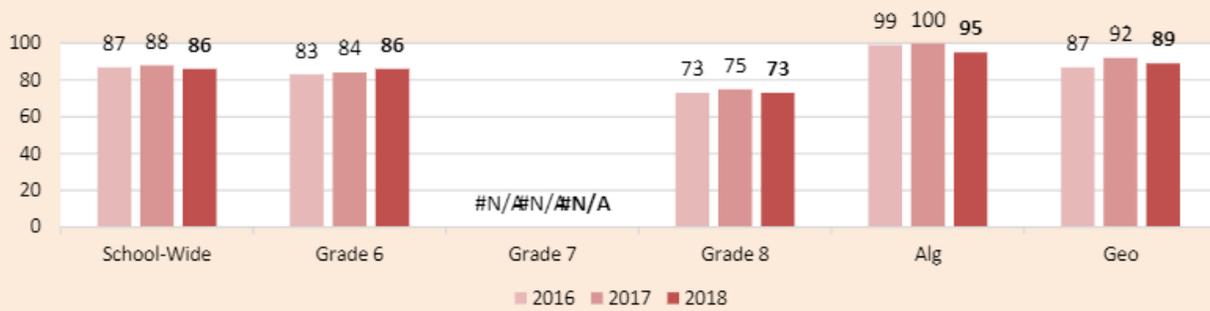
2018 DATA MAP FOR 7291 - JOSE MARTI MAST 6-12 ACADEMY

Academic Programs - Mathematics

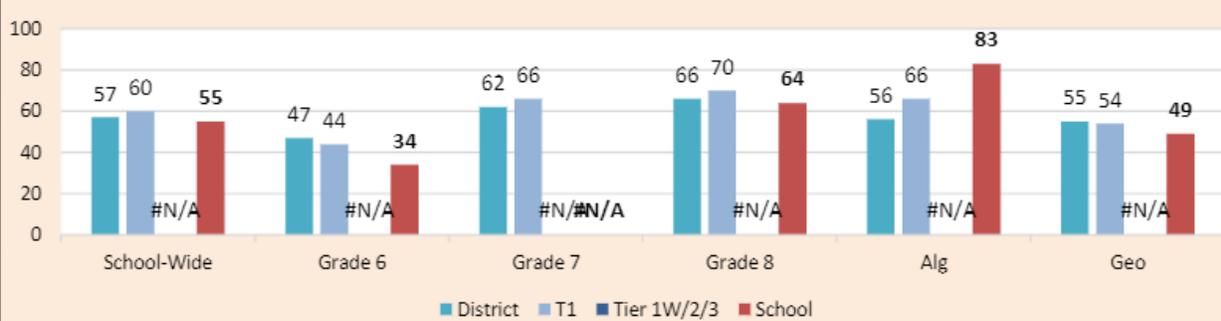
2018 - FSA Math Proficiency (% Levels 3-5) - All Students



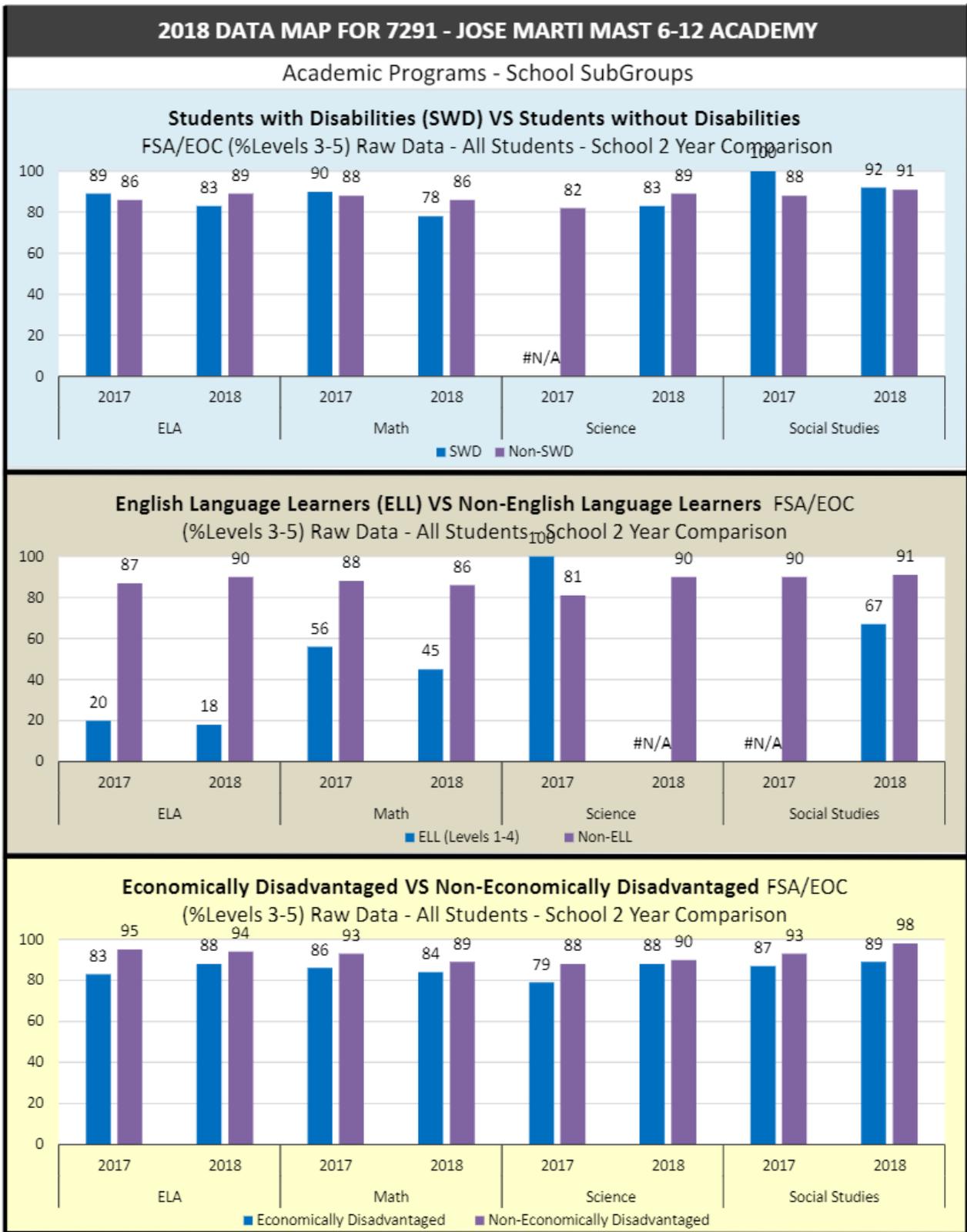
FSA Math Proficiency (% Levels 3-5) - School 3 Year Trend - All Students



2018 - FSA Math (% Making Learning Gains) - All Students







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 school climate survey demonstrated the area of staff morale as the category with the greatest increase from the 2016-2017, 37% strongly agree to 2017-2018, 53% who strongly agree.	Jose Marti MAST is a magnet school where retention and marketing is key. Staff morale encourages teachers to provide students with a more dynamic education that contributes to a more rigorous curriculum.	Communicate With Stakeholders Shared Leadership Empower Teachers And Staff
	The 2018 Climate survey demonstrates an 18 % increase in the teachers that strongly agree with PD Programs keep them informed of new educational strategies.	We were able to increase proficiency through a more cohesive integration of the school tablets as well as the additional training of teachers in the various resources available within the text itself.	Technology Integration School Walk-throughs

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	Based on the 2018 climate survey "Violence is a problem at our school" had no change from the 2 percentage points the last 2 school years.	This impacts the overall sense of safety in the school which in turn allows students to focus on the academics.	Early Warning Systems Effective Use of Support Personnel Inclusivity and Anti-

			Bullying Campaigns
	Based on the 2018 climate survey the "Students like coming to school" demonstrated the amount of students that strongly agree increased by 1 percentage point from 2017 to 2018.	This allows students to come to school ready to learn and it reduces absenteeism.	Attendance Monitoring / iAttend School Spirit and Pride

Essential Practice for Neutral Data Findings (Secondary)

Effective Use of Support Personnel

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	Based on the 2018 climate survey the variety of electives available at Jose Marti MAST are sometimes limited due to teacher schedules. This probably contributed to the drop of 9 percentage points from 2016-2017 to 2018-2019 in that survey area.	This will impact student and staff morale as well as impact student retention.	Collaborative Learning/Structures other Increase of electives
	"The teachers feel significantly overwhelmed" is an area of the 2018 climate survey that demonstrated a decrease in the teachers that strongly disagree decreased by 4% and increased in strongly agree by 13%.	This can lead to a reduction of teacher morale which can impact student achievement.	Communicate With Stakeholders Technology Integration Effective Use of Resources

Essential Practice for Significantly Decreased Data Findings (Primary)

other

Increase of electives

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices
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	Be specific in defining each data element below.		Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	The FCAT Science Grade 8 proficiency rate was 52% in 2017 compared to 83% in 2018. This demonstrates a 17% increase.	The change in the teachers involved in this course has proven to be very effective as well as the increased use of laboratory and enrichment activities to improve results for the school accountability.	Accountable Talk / Defending Answers Classroom Walk-throughs Enrichment Activities
	Students demonstrated an 8 percentage point increase in the proficiency on the Civics Exam from 2017 to 2018.	The increase in the proficiency is due to a teacher change as well as providing the teacher with additional professional development with respect to the utilization of technology and the tools available through the text to improve results for the school accountability.	Data-Driven Instruction Enrichment Activities Effective Resource Utilization
	The 2017 ELA learning gains of the lowest 25% were 67%, compared to the 2018 ELA learning gains of the lowest 25% to 75%. An 8% increase from one year to the next.	We were able to demonstrate an increase in learning gains of the lowest 25% with the increased collaboration amongst the ELA and Reading teachers. Additional support was being given by the ELA teacher in order to scaffold what was being done in the reading class to improve results for the school accountability.	Collaborative Planning Corrective Feedback for Students Data-Driven Instruction

Essential Practice for Significantly Improved Data Findings (Sustained)

Enrichment Activities

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	Overall learning gains in ELA demonstrated an increase of 1% from 2017 to 2018.	This category proved to be the most stable as demonstrated by the school's three year trend report. This category will have a direct impact in graduation rates and the school's accountability grade.	Collaborative Planning Data-Driven Instruction

			Corrective Feedback for Students
	Based on the 2018 data mapping the overall proficiency in Math demonstrated a 2% decrease 2017 to 2018.	The schools three year trend in math proficiency is 87% in 2016, 88% in 2017 and 86% in 2018. These fluctuations are very minimal leading us to deem this area as a neutral category.	Corrective Feedback for Students Standards-based Lesson Planning Data-Driven Instruction

Essential Practice for Neutral Data Findings (Secondary)

Data-Driven Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	There was a decrease of 8 percentage points in the category of US History Grade 11 from the 2017 to the 2018 school year.	The proficiency rate in US History proved to be one of the most significant decreases in the accountability components.	Classroom Walk-throughs Effective Questioning (Higher-order Thinking Questions, Questioning Strategies) Effective Resource Utilization
	There was a significant decrease in the passing rate of 43% for advanced placement of environmental science.	The passing rate in this course decreased significantly which can later impact the AP biology scores since students progress to AP biology the following year.	Calibration of Student Work Samples / Exemplar Student Work Effective Questioning (Higher-order Thinking Questions, Questioning Strategies) Explicit Instruction

Essential Practice for Significantly Decreased Data Findings (Primary)

Effective Resource Utilization

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

Empower Teachers And Staff

Priority Actions for the Sustained Practice

Continue to allow teachers to explore other avenues of teaching such as expanding on their passion which may create more electives. Infusion of competitions are part of daily curricula.

Primary Essential Practice

Increase of electives

Secondary Essential Practice Selection

Effective Use of Support Personnel

ACADEMIC PROGRAMS

Sustained Essential Practice

Enrichment Activities

Priority Actions for the Sustained Practice

Continue to provide Higher order thinking labs to further supplement and enhance the classroom instruction and delivery.

Primary Essential Practice

Effective Resource Utilization

Secondary Essential Practice Selection

Data-Driven Instruction

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.

Our school has an inclusive policy with students. Being that it is a magnet school many students are expected to already have certain foundations in place. However, there are some students who require additional assistance due to their particular needs. The school currently employs an ESE specialist that follows up with students on a consistent level and also provides teachers with feedback and strategies that are beneficial to individual students.

As evidenced by:

Our ESE population has been steadily increasing particularly amongst the the ASD population. Our ELL population has been consistent over the 7 years that the school has been in existence. Teachers have been provided with specific PD to assist them with adapting their instruction to the students' disability.

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

The leadership team will include an additional PD for the entire faculty to provide them with strategies to adjust the classroom instruction to accommodate the students' needs.

Competency 2: Focusing on Sustainable Results

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

Teachers are provided with a multitude of resources to enhance the classroom instruction. Additionally teacher are allotted leeway with respect to the supplemental resources that they infuse into their classroom. This allows for teachers to make it personal and re-engage their passion for their subject area. This in turn provides a more curriculum rich experience for both the teacher and student.

As evidenced by:

The test scores have consistently been high, however now with the addition of elective classes students are provided with opportunities to explore a variety of different coursework. Teachers have expanded their classes into full size laboratory rooms. Teachers also bring in their personal artifacts that enrich the classroom conversation and makes the experience more genuine for the students.

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

The focusing on sustainable results component will be reflected upon to consider the materials that the school may purchase to enrich the classroom experience and curriculum.

Competency 3: Developing Others

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

The school currently provides teachers with weekly PLC meetings to further amplify the rigor in the classroom by sharing best practices and providing suggestions on how to adapt the current instruction. The school has also provided professional development activities for other schools in order to better prepare their students prior to

attending our school. These PD's also heighten the STEM initiatives at those schools that have partnered with the school to further benefit their students and staff.

As evidenced by:

Teachers have infused STEM Based conversations in a more effective and seamless manner as evidenced by the amplified project displays created by students. Partnering schools have improved in their STEM designation ratings as well as grade 5 science scores.

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

The leadership team will review the PD calendar and ensure the the teacher's needs assessment are addressed by providing appropriate workshops.

Competency 4: Engages the Team

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

Currently teachers have a multitude of leadership roles be it academic, athletic or on a social /activities level. The team leaders currently are focused more on the activities portion of the school. This year the team role will be revised to be more academic aspect to further assist students to be successful. Teachers are also involved in the development of their individual curriculum which plows teachers to have a sense of ownership over their curriculum and classroom condition.

As evidenced by:

Probation lists, increased counselor referrals, increased teacher/parent conferences, Increases in teacher/parent/administration conferences.

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

Team leaders will initiate a group chat through the use of an app such as remind or what's app to have a more confidential and immediately forum for conversations that are student centered on solving the issue that is prevalent with the students.

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

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

Continue to allow teachers to explore other avenues of teaching such as expanding on their passion which may create more electives. Infusion of competitions are part of daily curricula.

Primary Essential Practice Selection

Increase of electives

Priority Actions for the Primary Essential Practice

The 2018-2019 school year will demonstrate an increase in the amount of electives available to students in both the middle and high school. This will allow for students to become more well rounded. Furthermore this will allow teachers to teach subject areas that they are more passionate about.

Secondary Essential Practice Selection

Effective Use of Support Personnel

Priority Actions to Enhance the Secondary Essential Practice

Continue to refer students to their counselor to further investigate the issues at hand and possibly refer for outside agency support. Providing students a safe place for students to talk may also bring light to information that may benefit their well being, increased academic productivity and the safety of other students as well.

ACADEMIC PROGRAMS

Sustained Essential Practice

Enrichment Activities

Priority Actions for the Sustained Essential Practice

Continue to provide Higher order thinking labs to further supplement and enhance the classroom instruction and delivery.

Primary Essential Practice Selection

Effective Resource Utilization

Priority Actions for the Primary Essential Practice

Some teachers need additional specified support with utilization and implementation of data driven instruction. This is especially true for teachers who are new to the classroom or veteran classroom teachers in the school. These teachers will also be paired with master data disseminating teachers to act as a mentor.

Secondary Essential Practice Selection

Data-Driven Instruction

Priority Actions to Enhance the Secondary Essential Practice

Some teachers need additional specified support with utilization and implementation of data driven instruction. This is especially true for teachers who are new to the classroom or veteran classroom teachers in the school. These teachers will also be paired with master data disseminating teachers to act as a mentor.

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 the school provides a wider array of electives for the students to choose from, then the score on the school climate survey from the student perspective will increase. Similarly, when teachers are teaching a subject that they are personally passionate about they will provide a rigorous curriculum and students will find a course that they are genuinely interested in.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If teachers are provided with professional development that is classroom specific then they will be more inclined to apply the new strategies and techniques being presented. Teachers will also be able to access the teachers in the school that are well versed with the resources within the school building.

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 (08/14 - 08/17) AM-PM	Phase I Topic <i>What topic will be shared?</i> <ul style="list-style-type: none"> • <i>Data and Systems Review Summary</i> • <i>School Leadership Core Competency Course Reflections</i> • <i>Sustained Essential Practice</i> • <i>Primary & Secondary Essential Practice Selections</i> • <i>Priority Actions</i> • <i>Outcome Statements</i> 	Process Description What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Activity Lead Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
8/16/18	Data and systems review	Nearpod on school data including FSA, AP and EOC. Nearpod will allow for feedback and anonymous recommendations.	Sofia Buttacavoli, Assistant Principal
8/16/18	Priority action	Dept meeting, Best practices on utilization of textbook resources as well as online resources through the learning village and portal, PLC.	Martinnette Thompson, ELA Dept. Chair, Andrew Kearns, Math Dept. chair, Paul Dean, Science Dept. Chair, Marlena Horgan, Social Studies Dept. Chair, Sofia Buttacavoli, Assistant Principal
8/17/18	Gradebook review	Faculty meeting and review in	Martinnette Thompson, ELA Dept. Chair,

		dept setting. Utilization of comments section and addressing percentages v. Points for grades.	Andrew Kearns, Math Dept. chair, Paul Dean, Science Dept. Chair, Marlena Horgan, Social Studies Dept. Chair, Sofia Buttacavoli, Assistant Principal
8/6/18	Curriculum planning	Design of 6th grade transitional and study skills course.	Jennifer Rioseco, 6th grade Team leader, Aurora Pelaez, Guidance Counselor, Sofia Buttacavoli, Assistant Principal
8/16/18		Teacher led demonstration, twitter responses.	Jose Enriquez, Principal