

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

Jorge Mas Canosa Middle - 6771

Principal (Last Name, First Name)

Falcon, Elio

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

Griffith, James; Rodriguez-Cibran, Mavel; Smith, Christine

MTSS Coordinator (Last Name, First Name)

Machado; Elena

Demographic Overview

The student population at Jorge Mas Canosa Middle School is approximately 1,615 students. This makes Jorge Mas Canosa Middle School one of the largest middle schools in the state of Florida. The racial and ethnic demographic breakdown of the school is as follows: 89% of students are Hispanic, 4% are White, 4% are African American, and 2% are Asian. Furthermore, 54% of the students are males and 46% are females. The school has a population of 78% of students who are categorized as Economically Disadvantaged, and approximately 12% of the students are considered English Language Learners. Also, 21% of the student population has an Individual Education Plan receiving Special Education services. The faculty is comprised of 104 instructional personnel, which includes three academic counselors, one Trust Counselor, one Program Specialist, three assistant principals, and one principal.

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

The mission of Jorge Mas Canosa Middle School is to provide a rigorous international education that challenges our students to become globally literate by inspiring them to achieve their maximum potential while meeting their personal, social, and cognitive needs.

b. Provide the School's Vision Statement

To provide an environment conducive to developing global literacy.

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

Jorge Mas Canosa Middle School is named after a notable Miami leader who was forced into exile from Cuba as a young man for fiercely opposing the communist regime. The school has a partnership with MasTec, the company founded by Mas Canosa, that donates monetarily. Our school's FBLA students attend an annual field trip to visit the MasTec company. Jorge Mas Canosa Middle School, which was originally opened to relieve crowding in the surrounding Kendall area, has grown to include a population 1,615 students, making it one of the largest traditional middle schools in the state of Florida. Jorge Mas Canosa Middle school serves the diverse needs of the West Kendall population. JMC, as it is affectionately referred to, has a Cambridge International Magnet Program that has a population of over 400 students and approximately 196 English as Second Language Learners (ELL). In addition, JMC has a large ESE population of 337 students with disabilities, including four

self-contained units for students with Autism Spectrum Disorder (ASD) and three self-contained units for students with Emotional Behavioral Disorder (EBD). We also provide services to students with Specific Learning Disabilities (SLD), Other Health Impaired (OHI), Speech Impaired (SI), Language Impaired (LI), and Intellectual Disabilities (IND). During the 2018-19 School year, JMC became one of nine schools district-wide piloting the Middle School Redesign (MSR) program. JMC will continue to pilot the program for the 2020-2021 school year. This initiative will allow JMC students to have more options for electives and remedial courses, in addition to offering a class that promotes social and emotional learning. For the second year in a row, Jorge Mas Canosa Middle School has been designated as a Gold STEAM School.

Are you a Title I School?

yes

Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

Phase I: Data Analysis (July 15 – August 14, 2020)

Phase I of the School Improvement Process will begin at the 2020 Synergy Summer Institute. The School Leadership Team (SLT) will participate in a Strategic Planning Course to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year.

After Synergy the SLT will continue the completion of Phase I by reflecting on the current practices and processes contributing to the data results during a Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school's continuous improvement process. The SLT will develop overarching Outcome Statements for the 2020-2021 school year.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school's plan will address, and be aligned to, the school's unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture and Academic Programs Data Map via Power BI: SIP Dashboard
- School Culture Data and Systems Review Organizer
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

Phase I

Data Analysis

Analyze - Reflect - Identify

Phase I will be completed during the 2020 Synergy Summer Institute.

July 15 - August 14, 2020

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

Through data disaggregation, reflection and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2020-2021 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*
- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2020-2021 Opening of Schools*

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will access and review all 2019-2020 data points provided on the SIP Dashboard located on Power BI. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

Data and Systems Review

1. *SLTs will analyze the School Culture and Academic Programs Data on the SIP Dashboard (i.e. student level data and teacher level data) and discuss findings.*
2. *Within the Data and Systems Review Organizer, classify data findings into the second column titled:*

“Data Findings & Area” based on their appropriate rating (input no more than three data points for each rating):

- ***Significantly Improved Data Findings:*** *Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar*

demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school’s overall success.

- **Neutral Data Findings:** Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school’s overall performance.
- **Significantly Decreased Data Findings:** Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.

3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled “Rationale for Selection of Data” for School Culture and Academic Programs.
4. Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled “Connected Essential Practices”. Input no more than three Essential Practices for each data finding (only one per each data finding is required).

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

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

<p>Data Rating</p>	<p>Data Findings & Area</p> <p>Be specific in defining each data element below.</p>	<p>Rationale for Selection of Data</p> <p>Why was this data finding selected as being most impactful?</p>	<p>Connected Essential Practices</p> <p>Which Essential Practice(s) contributed most to the data findings?</p>
<p>Significantly Improved Data Findings</p>	<p>According to the 2019-2020 School Climate Survey, 72% of students felt safe at school as compared to the 2018-2019 School Climate Survey where 64% of students felt safe at school, which is an 8% increase.</p>	<p>In order to create a productive learning environment, students must feel safe. A sense of safety will promote and increase student achievement.</p>	<p>Consistent Protocols to Maintain a Healthy and Safe School Environment</p> <p>Inclusivity, Tolerance and Anti-Bullying</p> <p>Restorative Justice Practices (RJP)</p>
	<p>According to the 2019-2020 Mid-Year Data Map, 6% of students had at least one disciplinary referral as compared to the 2018-2019 Data Map where 12% had at least one referral, a 6% decrease.</p>	<p>A decrease of disciplinary referrals indicates less disruption of the learning environment impacting the classroom culture, thereby</p>	<p>Restorative Justice Practices (RJP)</p> <p>Character Education/Values</p>

		allowing the opportunity to bridge learning gaps.	Matter Consistent Protocols to Maintain a Healthy and Safe School Environment
	According to the 2019-2020 School Climate Survey Feedback from students, 34% of students agree that violence is a problem at our school, as compared to the 2018-2019 survey where 57% of students agreed with the same statement, a 23% decrease.	A decrease in student violence indicates less disruption of the learning environment and an effective school wide discipline plan.	Positive Behavior Support (PBS) Restorative Justice Practices (RJP) Inclusivity, Tolerance and Anti-Bullying

Essential Practice for Significantly Improved Data Findings (Sustained)

Restorative Justice Practices (RJP)

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the 2019-2020 Mid-Year Data Map, 40% of students missed 0-5 school days as compared to the 2018-2019 Data Map where 40% of students missed the same amount of school days; the percentage remained the same.	Consistent student attendance promotes learning and improves social skills, which are important at this age level. Students that show a pattern of absences will be referred to the grade level administrator for intervention (i.e. parent contact, Saturday detention, etc.).	Attendance Initiatives Staff-Student Connections Social and Emotional Learning (SEL)
	According to the 2019-2020 School Climate Survey Feedback from staff, 91% of the teachers agree with the statement: "School personnel work together as a team." According to the 2018-2019 survey, 94% agreed with the same statement, a 3% decrease.	During the 2019-2020 school year, teachers collaborated during common planning and team meetings to share best practices and create effective lessons which led to more effective instructional delivery.	Collaborative Spaces Empower Teachers And Staff Welcoming Spaces
	According to the 2019-2020 School Climate Survey Feedback from students, 77% of the students agree that they are receiving a good education at their school as compared to the 2018-2019 survey where 79%	Effective delivery of instruction that is tailored to individual student needs can ensure student academic achievement is being met and an overall positive school culture is being promoted.	Elective/Academies Student Voice School Spirit, Pride and Branding

agreed with the same statement, a 2% decrease.	
--	--

Essential Practice for Neutral Data Findings (Secondary)

Collaborative Spaces

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2019-2020 School Climate Survey, 36% of staff agreed that there was a substance abuse problem as compared to the 2018-2019 School Climate Survey where 5% had agreed, an increase of 31%.	An increase in substance abuse problems at our school negatively impacts the school culture and can ultimately affect student safety.	Consistent Protocols to Maintain a Healthy and Safe School Environment Character Education/Values Matter Mentorship Programs
	According to the 2018-2019 Student School Climate Survey, 53% of students agreed with the statement: "My teachers give me meaningful homework to help me learn." According to the 2019-2020 Student School Climate Survey, 36% of students agree with the same statement, a 17% decrease.	This is important because students should see the value in completing home learning assignments and be able to make a correlation between the assignment and their academic growth and success. Teachers should reflect on their home learning practices and ensure that all home learning assignments are meaningful to a student's progress.	Staff-Student Connections Student Voice Shared Vision/Mission
	According to the 2019-2020 Data Map, 70% of teachers agree that adequate measures are used to deal with disruptive behaviors as compared to the 2018-2019 Data Map were 80% agreed, a 10% decrease.	It is important for administrators to adequately handle discipline issues to ensure a safe learning environment.	Character Education/Values Matter Digital Citizenship Restorative Justice Practices (RJP)

Essential Practice for Significantly Decreased Data Findings (Primary)

Character Education/Values Matter

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the 2019-2020 FSA/EOC school projected Math data, it is predicted that 61% of students would be proficient as compared to the 2018-2019 FSA/EOC Math Data, where only 57% of students were proficient, indicating a 4% increase.	During the 2019-2020 school year, Math teachers collaborated to share best practices and create effective lessons which led to more effective instructional delivery.	Standards-Based Collaborative Planning Standards-Based Grading (SBG) Data-Driven Instruction
	According to the 2020 Math iReady Midyear Data, 29% of students scored in Tier 1 as compared to AP2 data where 35% of students scored in Tier 1, an increase of 6 percentage points.	The effective use of teacher-student data chats and standards-based aligned planning and teaching led to the increase in student proficiency.	Collaborative Data Chats Standards-Based Collaborative Planning Goal Oriented Learning
	According to the 2020 Reading iReady Midyear Data Map, 40% of students scored in Tier 1, as compared to AP2 data where 46% of students scored in Tier 1, an increase of 6 percentage points.	The effective use of teacher-student data chats and standards-based aligned planning and teaching led to the increase in student proficiency.	Standards-Aligned Instruction Collaborative Data Chats Standards-Based Grading (SBG)

Essential Practice for Significantly Improved Data Findings (Sustained)

Collaborative Data Chats

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices
--------------------	---	---	--------------------------------------

			Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the 2019-2020 FSA ELA data, 58% of students obtained proficiency as compared to the 2018-2019 FSA ELA data where 59% of students obtained proficiency, a 1% change.	During the 2019-2020 school year, a majority of the instruction was not data-driven nor differentiated to meet student needs.	Differentiated Instruction Data-Driven Instruction Asynchronous Distance Learning
	According to the 2017-2018 and 2018-2019 Civics EOC data, students achieved 71% proficiency for both years, a 0% change.	Social Studies teachers plan collaboratively to deliver instruction that is aligned with the standards. It is important that instruction and grading is aligned to the standards being assessed on the EOC in order to adequately prepare students.	Standards-Aligned Instruction Standards-Based Collaborative Planning Differentiated Instruction
	According to the 2019-2020 FSA ELA data, 58% of students are predicted to achieve proficiency as compared to the 2018-2019 FSA ELA Data where 58% of students would be proficient, a 0% change.	During the 2019-2020 school year, ELA and Reading teachers implemented strategies to create platforms that included rich instructional content and delivery.	Data-Driven Instruction Standards-Based Collaborative Planning other Sharing Best Practices

Essential Practice for Neutral Data Findings (Secondary)

Standards-Based Collaborative Planning

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2018-2019 FSSA Science data, 51% of students were proficient as compared to the to the 2017-	Since the 2018-2019 school year, students in comprehensive science classes were introduced to a new course book while Physical Science students only had an online	Standards-Based Collaborative Planning

	2018 FSSA Science data where 60% of students were proficient, a 9% decrease.	textbook. Teachers and students have familiarized themselves with the new materials while experiencing technology issues.	Differentiated Instruction other Virtual Labs
	According to the 2018-2019 FSA ELA data, 44% of the L25 subgroup made learning gains as compared to the 2017- 2018 FSA ELA data where 51% of the L25 subgroup made learning gains, a 7% decrease.	During the 2018-2019 school year, there was insufficient flexible grouping and a lack of the differentiation of lessons required to meet student needs.	Differentiated Instruction Standards-Aligned Instruction Standards-Based Collaborative Planning
	According to the 2018-2019 Algebra EOC data, 88% of students were proficient as compared to the to the 2017-2018 Algebra EOC data where 90% of students were proficient, a 2% decrease.	During the 2018-2019 school year, there was insufficient flexible grouping and a lack of the differentiation of lessons required to meet student needs.	Data-Driven Instruction Checks for Understanding Differentiated Instruction

Essential Practice for Significantly Decreased Data Findings (Primary)

Differentiated Instruction

ESSENTIAL PRACTICES REVIEW

School Leadership Teams will examine the “Connected Essential Practices” column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.

Sustained Essential Practice

To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Improved Data Findings” section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific.

Primary Essential Practice

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Decreased Data Findings” section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school’s overall performance during the 2020-2021 school year.

Secondary Essential Practice

To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the “Neutral Data Findings” section. The SLT will determine which Essential Practice needs enhancements to

have a positive impact on the school's overall performance during the 2020-2021 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school's action plans for the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

Restorative Justice Practices (RJP)

Primary Essential Practice

Character Education/Values Matter

Secondary Essential Practice

Collaborative Spaces

ACADEMIC PROGRAMS

Sustained Essential Practice

Collaborative Data Chats

Primary Essential Practice

Differentiated Instruction

Secondary Essential Practice

Standards-Based Collaborative Planning

PART TWO

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 2020-2021 school year. The next step in the process is to assess and develop the School Leadership Team's skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. SLTs will assess their current skill level in each of the Core Competencies and determine how they will be applied throughout the School Improvement Process.

Competency 1: Commitment to Students *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

Commitment to Students includes certain behaviors such as:

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*
- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.

Competency 2: Focus on Sustainable Results *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

A Focus on Sustainable Results includes certain behaviors such as:

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*
- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

Competency 3: Developing Others *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

Developing Others includes certain behaviors such as:

- *setting positive expectations*
- *personally providing instruction*
- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

Competency 4: Engages the Team *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

Engaging the Team includes certain behaviors such as:

- *empowering others*
- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

Competency 1: Commitment to Students

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

Commitment to students is an area of strength for our School Leadership Team (SLT). Administration, faculty, and staff make decisions in the students' best interests, even in the face of opposition.

As evidenced by:

Administrators and teachers make school-wide and classroom decisions based on students' best interests. Student learning is always at the center of every decision. When participating in individual student meetings where educational decisions are being made, student learning and well-being are the priority. The SLT employs "out of the box" thinking to support struggling learners through pull-out tutorial programs, incentives, differentiated instruction, social emotional learning support, and collaborative planning. The SLT listens to students, and as a result, the school now offers several interest-based electives and extra curricular activities, clubs, and sports.

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

While the SLT is deeply committed to students, we always look for ways to improve our practices. We will highlight high expectations and students will be graded based on mastery of grade/content level standards in order to ensure we are meeting our students' diverse educational needs. Teachers will challenge all students, use data-driven instruction, and make decisions in the best interest of student learning.

Competency 2: Focusing on Sustainable Results

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

The SLT takes initiative to create changes and deliver results. Overall, we have sustained high student achievement through the years. Our School Leadership Team's current reality is that the majority of staff collaborate on lessons by grade levels and subjects taught; however, it is evident that there is room for improvement.

As evidenced by:

Sustainable results are a priority for the SLT. Through the use of instructional rounds and teacher-directed observation, teachers will be able to observe best practices, reflect on their own teaching strategies, and make modifications to increase student achievement. Department meetings, grade level meetings, lesson plans, administrative walk-throughs, project-based learning, and data will be utilized to yield sustainable results.

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

As part of the school improvement process, the school carefully chooses challenging goals and actions based on current data and resource availability. Progress is assessed throughout the year and goals are updated or changed based on the school's needs. School administrators will provide teachers with feedback after teacher observations and administrative walk-throughs.

Competency 3: Developing Others

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

The SLT promotes for professional learning and development, ensuring others obtain the experiences and training needed to develop new skills and levels of capacity. The SLT also provides staff members positive

recognition on a regular basis.

As evidenced by:

The SLT provides teachers with the opportunities to become teacher leaders by serving as department chairpersons, team leaders, subject area leaders, mentor teachers, digital convergence leaders, and technology facilitators. Opportunities for leadership roles are provided for specific tasks and assignments. Individuals or groups volunteer to serve as teacher leaders and mentors throughout the school.

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

The School Leadership Team will use the Developing Others competency by providing faculty and staff members with the opportunity to assume a variety of leadership roles.

Competency 4: Engages the Team

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

The SLT aligns efforts toward clear goals. Every effort is made to engage as many faculty and staff members as possible. The SLT engages the team by facilitating communication/collaboration and encouraging the sharing of ideas and best practices. This engagement allows all stakeholders to work together towards common goals.

As evidenced by:

Opportunities are provided for collaboration and engagement through department meetings and faculty meeting breakout sessions. Teacher leaders are selected to spearhead groups with the effort of improving school and student achievement.

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

The SLT will take a more active role in department meetings by providing a vision and objectives for meetings ahead of time. The SLT will also reflect on current practices and strive for effective ways to engage members to carry out a well-defined vision collectively.

PART THREE

PRIORITY ACTIONS DEVELOPMENT

School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2020-2021 school year.

Sustained Essential Practice

SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2020-2021 school year.

Secondary and Primary Essential Practices

SLTs will identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2020-2021 school year.

Priority Actions

Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2020-2021 school year. These actions will be captured under Priority Actions.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

Restorative Justice Practices (RJP)

Priority Actions for the Sustained Essential Practice

Counselors will provide all teachers with in-house professional development on Restorative Justice Practices. Edge teachers will be able to practice restorative practices and diffuse problems before they escalate. Counselors will be available throughout the year to ensure the continuity of RJP. Teachers may invite counselors into classes, as needed, for support and collaboration.

Primary Essential Practice

Character Education/Values Matter

Priority Actions for the Primary Essential Practice

Staff members will be given school training on growth mindset and mindfulness. Staff members will be given the opportunity to lead, share, and learn with their peers through various school initiatives. The administrative team will communicate with staff and monitor practices with the faculty and staff to ensure alignment with shared vision and promotion of shared decision-making process.

Secondary Essential Practice

Collaborative Spaces

Priority Actions to Enhance the Secondary Essential Practice

A school-wide initiative will take place where staff will share best practices and provide collaborative spaces. Department chairs will facilitate in house professional development for department teachers biweekly to assist in the navigation of the virtual platform.

ACADEMIC PROGRAMS

Sustained Essential Practice

Collaborative Data Chats

Priority Actions for the Sustained Essential Practice

Collaborative data chats will continue to be held and teachers will implement standards-based practices and use data to drive instruction. Administrators will review data with teachers on a quarterly basis, with an emphasis on academic growth. Plans for targeted differentiated instruction will be implemented during data chats. Teachers will then hold individual data chats with students. In these chats, teachers will help students establish learning goals and track student progress toward meeting these goals throughout the year.

Primary Essential Practice

Differentiated Instruction

Priority Actions for the Primary Essential Practice

Differentiated instruction needs to occur in all classrooms to ensure that individual student needs are being met in their specific areas of growth. Teachers will be trained on effective DI strategies across all content areas. Teachers will continue to use appropriate curricular materials in their classes and ensure that on grade level teaching and assessing is taking place. Individualized enriched instruction will be targeted with higher achieving students.

Secondary Essential Practice

Standards-Based Collaborative Planning

Priority Actions to Enhance the Secondary Essential Practice

The use of differentiated instruction will be used to target the needs of all students across all content areas. Teachers will continue to collaborate to ensure the proper implementation and use of course materials.

OUTCOME STATEMENTS

The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2020-2021 school year. SLTs will:

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2020-2021 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If we successfully implement restorative justice practices, then we can implement consistent protocols to establish effective school-wide routines that promote higher expectation and organization while providing rewards and incentives for teachers and students. If we successfully implement character education and values matter programs, then student attendance will increase and consistent learning will occur. If we successfully implement collaborative spaces, then staff will be afforded more time to collaborate and share best practices.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement standards-based collaborative planning, then we can allow teachers to have common planning time to ensure the sharing of best practices and effective instructional delivery. If we successfully implement collaborative data chats, then targeted, differentiated instruction to target the needs of all the students can take place. If we successfully implement differentiated instruction, then the needs of all students across all content areas can be met.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to

be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.

The professional development should include a summary of the:

- *Data and Systems Review Summary*
- *School Leadership Core Competency Course Reflections*
- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
 - *Priority Actions*
- *Outcome Statements*
- *Key content and strategies from Synergy courses*

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

- *Essential Practice Selections and Priority Actions*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

Opening of School Professional Development Agenda

Opening of School Date (08/20/20) 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?
--	--	--	---

08/27/2020 9:00AM- 9:30AM	Whole Group Introduction	A dive into data from last school year will be discussed and the needs of the school will be shared.	Mr. Elio Falcon, Jr.
08/27/2020 9:45AM- 10:45AM	Mindfulness and Growth Mindset	Participants will learn general information on how to practice mindfulness and growth mindset during virtual class teaching to practice with their students.	Ms. Smith and Ms. Surana
08/27/2020 10:50AM- 11:50AM	DI in Virtual Classroom	Ways to provide effective differentiated instruction across all classrooms to target the needs of all learners will be discussed.	MS. Delgado and Ms. Nieto
8.27/2020 1:15-1:45 PM	Restorative Practices	To create a school culture with understanding of students needs and accommodations in virtual classroom and diffuse the problem before it escalates. Staff will be trained to use best shared practices in virtual environment.	Ms. Fonseca
08/27/2020 1:50 PM- 3:30 PM		Participants will learn general information on how to use department specific material and virtual text. Effective technology skills and strategies to implement during virtual and face to face instruction to help increase comprehension and literacy.	Department Chairpersons