

# MIAMI DADE COUNTY PUBLIC SCHOOLS

## School Improvement Process

### School Information

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

6571 - Norland Middle School

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

Challenger, Sacha

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

Concepcion, Jessica; Friday, DeAnthony

#### **MTSS Coordinator (Last Name, First Name)**

Toomer, Lawanda

#### **Demographic Overview**

School Type and Grades Served (per MSID File): Middle School 6-8 2019-20 Title I School: Yes 2019-20 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3): 89% 2019-20 Minority Rate: Black: 92% White: 1% Hispanic: 6% Other: 1% 2019-20 SWD: 8.7% 2019-20 ELL: 5.2% Primary Service Type (per MSID File): K-12 General Education Charter School: No

#### **Current School Status**

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

Norland Middle School seeks to equip students academically, socially, and emotionally through increased exposure to diversity utilizing technology and real-world experiences. Our goal is to develop ethical, independent, thinkers and scholars who accept their responsibilities as local, national, and global citizens.

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

Norland Middle School enriches the neighboring community through the conveyance of the cultural heritage of the nation; the provision of the best possible educational experiences to our students and the surrounding community; the extension of the services of the school to encompass the needs of the whole individual; and the provision of a center for community services.

#### **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.**

Norland Middle School is a Visual and Performing Arts Magnet, serving students in grades six through eight. Students at Norland Middle School live in the surrounding neighborhood with boundaries between NW 27th Avenue East to NW 2nd Avenue or 441; North from County Line Road, NW 199 Street South to NW 167 Street. Norland Middle School services the Miami Gardens Community, a melting pot of South Florida Culture. The community encompasses working class families of diverse, rich cultural history. Students at Norland Middle School provide and promote their heritage and history from local American neighborhoods to the island Nations of Haiti, the Bahamas and other Caribbean countries and our borders extend across the world to Africa and beyond. Huskies encompass a rich diversity with our students identifying as: 92% Black, 1% White, 6% Hispanic and 1% other. Our Magnet program has been recognized throughout the district, state, and nation. In 2004-2005, Norland Middle School's Magnet program was recognized for our commitment to excellence by the Magnet Schools of Distinction Program. This prestigious award placed our school in the national spotlight.

Norland Middle School offers students quality educational programs such as Exceptional Student Education which includes Gifted, advanced courses, and English for Speakers of Other Languages (ESOL). Norland Middle School serves approximately 814 students.

### **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 within 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

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	According to the 2019 Attendance Data Map, 43% of students had 0-5 absences during the 18-19 school year compared to 29% of students having 0-5 absences during the 19-20 school year, showing a 14 percentage point increase in favor of higher student attendance.	Student attendance is crucial to student performance. If we can limit the number of students out excessively, we can increase our attendance rates and increase our schools academic performance.	Attendance Initiatives  Rewards/Incentives  Staff-Student Connections
	According to the 2019 Attendance Data Map, there were no teachers with 0 absences during the 2018-2019 school year compared to 4% of teachers having 0 absences during the 19-20 school year, in favor of some teachers having perfect attendance.	When incentives are in place to recognize and celebrate teachers for perfect attendance, teacher attendance improves and student achievement increases.	Celebrate Successes  Attendance Initiatives  Rewards/Incentives
	According to the 2018-2019 SIP Survey Data for teachers, 14% of teachers feel that they receive feedback weekly to improve student outcomes, 39% receive feedback monthly, 33% receive feedback quarterly, 12% annually, and 1% never having received feedback, compared to the 2019-2020 data	Teachers have to feel administrators are invested in improving student outcomes and providing timely and consistent feedback is	Collaborative Spaces  Effective Use of School and District Support Personnel

showing 5% of teachers receive feedback daily, 30% weekly, 25% monthly, 23% quarterly and 9% annually showing an increase in favor of teachers receiving feedback more often in order to improve student outcomes.	essential in student achievement.	Communicate With Stakeholders
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### Essential Practice for Significantly Improved Data Findings (Sustained)

#### Attendance Initiatives

<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>	According to the 2018-2019 School Climate Survey feedback from students, 18% of students had no opinion regarding "My teachers let me know how I am doing on my school work" which showed no change from the 2019-2020 survey feedback.	Teachers must invest students into the learning process through timely, appropriate feedback and the use of data chats so that students can set academic goals and take the necessary steps to reach their academic goals.	Communicate With Stakeholders  Celebrate Successes  other
	According to the 2018-2019 School Climate Survey feedback from students, 26% of students had no opinion regarding "My teachers make me want to learn" which showed no change from the 2019-2020 survey feedback.	Teachers must engage students in lessons by activating prior knowledge and using hands on activities to keep students interested. Unengaging lessons can lead to disciplinary infractions.	Welcoming Spaces  School Spirit, Pride and Branding  other
	According to the 2018-2019 School Climate Survey feedback from students, 20% of students had no opinion regarding "I like coming to school" which compared to the 2019-2020 showed a 1 percentage point decrease at 19%.	Students must feel good about coming to school in order for them to excel academically. Feeling good about coming to school also invests the students in extra curricular and after school activities.	Attendance Initiatives  Social and Emotional Learning (SEL)  Staff-Student Connections

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

#### Communicate With Stakeholders

<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>
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			Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	According to the 2018-2019 School Climate Survey feedback from students, 41% of students feel that "My teachers make learning fun and interesting" compared to the 2019-2020 survey feedback where 27% agreed with the same statement, showing a 14 percentage point decrease.	As we embark upon distance learning/teaching and later transition to face to face instruction, learning has to be fun and interesting in order to minimize the achievement gap due to the lack of face to face contact with students. Without teachers being able to re-direct students in person, lessons online have to be engaging and exciting to keep students interested.	Positive Behavior Support (PBS)  Rewards/Incentives  Family Engagement
	According to the 2018-2019 School Climate Survey feedback from students, 66% of students feel that "I am getting a good education at my school" compared to the 2019-2020 survey feedback where 31% agreed with the same statement, showing a 25 point decrease.	If students don't feel that they are getting a good education it can lead to attendance issues, disciplinary issues, and enrollment problems.	Celebrate Successes  Student Voice  Staff-Student Connections
	According to the 2018-2019 School Climate Survey feedback from students, 38% of students feel that "Adults care about me as an individual" compared to the 2019-2020 survey feedback where 26% agree with the same statement, showing a 12 point decrease.	Students have to feel valued and heard in order for them to achieve at their highest potential. The use of SEL activities, will improve students feelings about how adults perceive them. Improving the student/teacher relationship, only improves the overall culture and climate of the school.	Staff-Student Connections  Welcoming Spaces  Social and Emotional Learning (SEL)

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

Staff-Student Connections

## 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>	According to the 2019 Data Map, ELA Proficiency for 8th grade students during the 2018-2019 school year was 43% compared to 37% proficiency during the 2017-	With the absence of 2019-2020 FSA data, this data point showed the gains that can be made within the ELA department that will put us closer to becoming a B school when teachers are using instructional focus guides	Data-Driven Instruction  Differentiated Instruction

	2018 school year, showing a 6 percentage point increase.	and item specifications during collaborative planning.	Standards-Aligned Instruction
	According to the 2019 Data Map, Math Proficiency during the 2018-2019 school year was 33% compared to 28% during the 2017-2018 school year, showing a 5 percentage point increase.	With the absence of 2019-2020 FSA data, this data point showed the potential that can be made within the Math Department with all teachers invested and the continued implementation of techniques to lead to this increase in an area that has been stagnant.	Student Engagement Technology Integration Standards-Aligned Instruction
	According to the 2019 Data Map, Middle School Acceleration during the 2017-2018 school year was 83% compared to 95% during the 2018-2019 school year, showing a 12 percentage point increase.	This data point shows the effectiveness of our accelerated courses in preparing students for their EOC courses.	Blended Learning Goal Oriented Learning Standards-Aligned Instruction

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

#### Standards-Aligned Instruction

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	According to the 2019 Data Map, ELA Proficiency for 6th grade students during the 2018-2019 school year was 28% compared to the 2017-2018 school year at 28% showing no change in proficiency.	This data point shows the improvements and focus that is needed in our ELA department specific to 6th grade students to ensure this cohort of students makes learning gains and increases their proficiency.	Student Engagement Student-Centered Learning Data-Driven Instruction
	According to the 2019 Data Map, Math proficiency during the 2018-2019 school year was 28% compared to 26% proficiency during the 2017-2018 school year showing a minimal 2 point increase.	This data point shows the stagnation that has been seen within the Math Department. With the support of an administrator, an instructional coach, consistent observations, and timely feedback there can be significant gains.	Data-Driven Instruction Differentiated Instruction Interventions/RtI
	According to the 2019 Data Map, ELA proficiency during the 2018-2019	This data point reflects only a third of students being proficient in Literacy which	Checks for Understanding

school year was 33% compared to 32% proficiency during the 2017-2018 school year, showing a minimal 1 point increase.	is important because it showed no growth between the two tested years and literacy is fundamental in other content areas.	Collaborative Data Chats  Standards-Aligned Instruction
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### Essential Practice for Neutral Data Findings (Secondary)

#### Data-Driven Instruction

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	According to the 2019 Data Map, Science Proficiency during the 2017-2018 school year was 43% compared to 37% proficiency during 2018-2019 school year, showing a 6 percentage point decrease.	This data point shows the emphasis that has to be placed within the Science Department through effective coaching, standards aligned instruction, and effective instructional planning to ensure there is no more regression.	Hands-on Learning  Standards-Aligned Instruction  Checks for Understanding
	According to the 2019 Data Map, Social Studies Proficiency during the 2017-2018 school year was 65% compared to 52% proficiency during the 2018-2019 school year, showing a 13 percentage point decrease.	This data point shows a trend in a negative direction with the Social Studies Department due to a veteran teacher leaving mid year and a novice teacher taking over.	Standards-Based Collaborative Planning  Checks for Understanding  Differentiated Instruction
	According to the 2018-2019 ESSA Report, 37% of our ELL and 17% of our ESE student populations significantly underperformed.	This data point shows the importance of teachers and staff catering to the varying and different needs of all students and imploring strategies and best practices that will meet their needs.	Ongoing Progress Monitoring  Interventions/RtI  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**

Attendance Initiatives

### **Primary Essential Practice**

Staff-Student Connections

### **Secondary Essential Practice**

Communicate With Stakeholders

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Standards-Aligned Instruction

### **Primary Essential Practice**

Differentiated Instruction

### **Secondary Essential Practice**

Data-Driven Instruction

## **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.**

Staff at Norland Middle School leverages existing policies, best practices, and engages stakeholders throughout the School Community to make potentially transformational reforms at the school. Staff at Norland consistently takes a stand in the debate of decisions and policies putting the students' learning in the center of all its decision making.

**As evidenced by:**

Modifications in the Math and ELA Department Framework and providing access to additional technology in the Media Center for student use before school, after school, and during lunch. Mobile devices will also be available to students during Phase I for student check out.

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

Every decision made at Norland Middle School is made with students in mind and based on data. Changes in instructional practices and school wide policies and procedures are always made with student achievement and improvement as the focal point.

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

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

Planning is in place, however, there is more emphasis being placed on long term and collaborative planning to address issues that arise and to deter future occurrences. With the shift towards virtual teaching and learning, collaboration and long term planning is crucial and will allow us to maintain results.

**As evidenced by:**

Weekly collaborative planning and bi-weekly department meetings. There are monthly Professional Development opportunities for Teacher Leaders to share best practices and literacy strategies across all contents. Pineapple Chart to create a culture of peer observations and sharing of best practices from teacher to teacher.

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

The team will be implementing systems to support the development of teachers and staff through consistent use of instructional coaches and daily classroom/virtual walkthroughs to ensure student engagement.

### **Competency 3: Developing Others**

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

Expectations are consistently communicated and shared amongst all stakeholders, however, feedback practices are not as consistent across the board.

**As evidenced by:**

Meaningful faculty meetings where relevant and timely information is shared. Coaching cycles between not only the instructional coach and the teacher but also including the administrator as support throughout the process.

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

Sharing relevant and timely information with stakeholders not only during the PD days but throughout the year. We will empower teachers and staff to not only engage in outside PDs but share the relevant information with staff and provide opportunities for sharing best practices.

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

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

The team realizes the importance of engaging the team and everyone working together. Currently information is shared via Grade Level Teams, REMIND, Department, and Husky Council Meetings. This is one of our primary areas of focus as we work to ensure that all members of the team understand their role and expectations. Engagement is done via Zoom until face to face meetings will take place.

**As evidenced by:**

Leadership Meetings and One on One check ins with staff clarifying roles and expectations. Meeting agendas and information shared at various Husky Council, Team, Department, and EESAC Meetings.

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

We will extend our Husky Council Meetings beyond just the leadership team and offer other staff members an opportunity to give a varying perspective. Additionally, the infusion of a Social Club and Social and Emotional Learning strategies are employed so that everyone feels connected and heard.

## **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**

Attendance Initiatives

**Priority Actions for the Sustained Essential Practice**

Attendance celebrations will be incorporated into Positive Behavior Support (PBS), creating a point based system for students to be recognized for attendance.

**Primary Essential Practice**

Staff-Student Connections

**Priority Actions for the Primary Essential Practice**

Positive Behavior Support (PBS), Restorative Justice Practices, and Social Emotional Learning Strategies will be implemented with fidelity to acclimate students and staff to the school community.

**Secondary Essential Practice**

Communicate With Stakeholders

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

Implementation of a STEM and Literacy Family Night across all content areas both virtual and/or brick and mortar will be implemented as a way to engage and inform stakeholders about the schools progress.

**ACADEMIC PROGRAMS**

**Sustained Essential Practice**

Standards-Aligned Instruction

**Priority Actions for the Sustained Essential Practice**

During weekly collaborative planning and department meetings, teachers will use District approved Instructional Focus Guides, Planning Cards, Item Specifications, and supplemental resources that are standards aligned to create lessons and instructional activities and will be noted on lesson plans.

### **Primary Essential Practice**

Differentiated Instruction

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

During weekly collaborative planning, Differentiated Instruction will be noted in the instructional framework for all content areas to meet the varying needs of students as evidenced by classroom and virtual walkthroughs.

### **Secondary Essential Practice**

Data-Driven Instruction

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

i-Ready and Topic Assessment Data will be shared and analyzed with all stakeholders consistently during teacher data chats, department meetings, collaborative planning, and faculty meetings, so teachers can make informed decisions about learner progress and students instructional needs.

## **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 a genuine connection is made between students, staff, parents, and the school community, then significant improvements will be evident in stakeholder engagement, ultimately increasing student performance both behaviorally and attendance wise. If teachers and staff have the tools and skills to address disruptive behavior that arises by applying social emotional learning strategies and restorative justice practices, disciplinary infractions will decrease. If we create a culture of collaboration and feedback, stakeholder investment will increase amongst all participants, creating a culture where students and staff feel safe and a sense of belonging to the greater school community.

## **ACADEMIC PROGRAMS**

### **OUTCOME STATEMENT**

#### **Academic Programs**

If Differentiated Instruction is implemented with fidelity across all content areas, then improvements in learning gains and proficiency will be evident in student learning and standard remediation can take place. If data is

properly analyzed and assessed, Data Driven Instruction can be incorporated into student learning to meet the varying needs of students. If instruction is aligned to standards, then student achievement scores on i-Ready, Topic and State Assessments will significantly increase ultimately impacting the school's grade.

## OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

*School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.*

*The professional development should include a summary of the:*

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

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

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

### Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic	Process Description	Activity Lead
(08/20/20) AM-PM	<i>What topic will be shared?</i> <ul style="list-style-type: none"> <li>• <i>Data and Systems Review Summary</i></li> <li>• <i>School Leadership Core Competency Course Reflections</i></li> <li>• <i>Sustained Essential Practice</i></li> <li>• <i>Primary &amp; Secondary Essential</i></li> </ul>	<i>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</i>	<i>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</i>

	<p><i>Practice Selections</i></p> <ul style="list-style-type: none"> <li>• <i>Priority Actions</i></li> <li>• <i>Outcome Statements</i></li> </ul>		
08/19/2020 9:00am - 9:30am	Introductions and Welcome Back	*New faculty and Staff Members *Review School Theme	Leadership Team: Sacha Challenger, Principal; Jessica Concepcion, AP; DeAnthony Friday, AP; Chandra Stephens, Counselor; Omelia Clemmons, Test Chair; Nicole Delancy-Charles, Instructional Coach; Norminicka Clare, Instructional Coach; Shannon Green, Instructional Coach; Corey Geter, SCSi Instructor
08/19/2020 9:30am - 10:30am	Data Review 2020	*Review data points - Areas of Improvement *Focus on L25/L35/ELL/ESE/EWI students *School Climate Survey Results *Panorama Survey Results	Leadership Team: Sacha Challenger, Principal; Jessica Concepcion, AP; DeAnthony Friday, AP; Chandra Stephens, Counselor; Omelia Clemmons, Test Chair; Nicole Delancy-Charles, Instructional Coach; Norminicka Clare, Instructional Coach; Shannon Green, Instructional Coach; Corey Geter, SCSi Instructor
08/19/2020 10:30am - 11:00am	Goal Review for 2020-2021	*Discuss goals for 2020-2021 school year - Instructional and Cultural *Feedback from faculty/staff on Culture Improvements	Leadership Team: Sacha Challenger, Principal; Jessica Concepcion, AP; DeAnthony Friday, AP; Chandra Stephens, Counselor; Omelia Clemmons, Test Chair; Nicole Delancy-Charles, Instructional Coach; Norminicka Clare, Instructional Coach; Shannon Green, Instructional Coach; Corey Geter, SCSi Instructor
08/19/2020 11:00am - 12:00pm	School Improvement Process	*Culture Goals and Objectives *Academic Goals and Objectives	Leadership Team: Sacha Challenger, Principal; Jessica Concepcion, AP; DeAnthony Friday, AP; Chandra Stephens, Counselor; Omelia Clemmons, Test Chair; Nicole Delancy-Charles, Instructional Coach; Norminicka Clare, Instructional Coach; Shannon Green, Instructional Coach; Corey Geter, SCSi Instructor
08/19/2020 1:30pm - 2:30pm	Team/Department Time	*Review Code of Student Conduct *Norms and expectations for all stakeholders *Referral Process & Disciplinary Procedures *Positive Behavior Support (PBS) staff expectations	Leadership Team: Sacha Challenger, Principal; Jessica Concepcion, AP; DeAnthony Friday, AP; Chandra Stephens, Counselor; Omelia Clemmons, Test Chair; Nicole Delancy-Charles, Instructional Coach; Norminicka Clare, Instructional Coach; Shannon Green, Instructional Coach; Corey Geter, SCSi Instructor
08/19/2020 2:30pm - 3:30pm	Team/Department Time	*Teams meet to discuss and plans for grade level ideas and create calendar for the year	Leadership Team: Sacha Challenger, Principal; Jessica Concepcion, AP; DeAnthony Friday, AP; Chandra Stephens, Counselor; Omelia Clemmons, Test Chair; Nicole Delancy-Charles, Instructional Coach; Norminicka Clare, Instructional Coach; Shannon Green, Instructional Coach; Corey Geter, SCSi Instructor