

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

International Studies Preparatory Academy

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

Diaz-Blanco, Alina

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

Diaz, Felicia

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

Diaz, Felicia

**Demographic Overview**

International Studies Preparatory Academy at Gables (ISPA) is a public high school magnet, focusing on International Studies. ISPA's diversity goal is to create a truly international and multicultural school environment by continuously collaborating with the French, Italian, and Spanish Consulates to recruit foreign national students from European countries. Focus is also given to recruit students from the Caribbean, Central America, and Latin America so students can have a truly global perspective of both the Spanish, Italian, and French languages. ISPA ethnic breakdown is as follows: 83.6% Hispanic, 15.4% White, 1% Asian and 1% Black. The social economic demographics are as follows: 39.3% are on free and/or reduced lunch. ISPA's ELL population is 14.3% and 2.1% are students with disabilities.

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

Our mission is to prepare the students to meet the challenges of the 21st century through the development of their academic and social development, their linguistic capacity, cultural appreciation and international and global awareness. The students of ISPA will move forward ready to meet the demands of post-secondary education, taking them with the power of two languages.

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

ISPA is a model for international education while creating an educational community where every student becomes responsible citizens, lifelong learners and contributors to a global society. ISPA will foster a sense of communal responsibility and solidarity through the celebration of culture, language, and diversity.

**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.**

ISPA is a multi-cultural school serving students from various countries including Italy, France, Spain, Canada, and countries from all of Latin America. The school offers four different language programs: IS Italian, IE Italian, IS French, and IS Spanish. Students take two language courses a year in the language program of their choice, along with honors or AP level core classes. ISPA offers the International Studies (IS) Program and the International Education (IE) Program. In the International Studies (IS) Program, school administration, teachers, students, and parents work collaboratively with foreign ministries of education in Spain, France and Italy, to ensure that the educational requirements and standards of that country are infused and taught in the curriculum.

The International Education (IE) Program immerses students in multicultural education with an emphasis on learning a second language. These programs, which are delivered in various, successful, curricular designs, prepare students to live effectively in a fast changing global society and economy.

### **Are you a Title I School?**

no

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

### **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

<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>	The 2018-2019 School Climate Survey results (on PowerBI) indicated 67% of staff strongly agreed with the statement: “The overall climate at my school is positive and helps students”. The 2019-2020 School Climate Survey results (on PowerBI) indicated 76% of teachers strongly agreed with the statement: “The overall climate at my school is positive and helps students”. This is a 9 percentage point increase.	In order to maintain the overall climate, we will continue to create a positive learning environment, school spirit, pride, and name recognition which will encourage an improved learning environment.	School Spirit, Pride and Branding
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 50% of staff strongly agreed with the statement: “I feel satisfied concerning my career at this school”. The 2019-2020 School Climate Survey results (on PowerBI) indicated 57% of teachers strongly agreed with the statement: “I feel satisfied concerning my career at this school”. This is a 7 percentage point increase.	Teacher satisfaction in the work environment impacts achievement and overall success in the classroom. A correlation between job satisfaction of teachers and quality of education is necessary, thereby showing the importance of teachers’ emotional feelings in the process of assuring quality education.	Communicate With Stakeholders
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 76% of staff strongly agreed with the statement: “My principal is an effective administrator”. The 2019-2020 School Climate Survey results (on PowerBI) indicated 86% of teachers strongly agreed with the statement: “My principal is an effective administrator”. This is a 10 percentage point increase.	By soliciting the advice of teachers, staff members, parents, community members, and students the school principal makes important decisions. These decisions provide the feedback necessary from all stakeholders in order to solve problems efficiently and meeting the diverse needs of all team members, leading to effective leadership.	Leadership Visibility and Accessibility

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

## 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>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	The 2018-2019 School Climate Survey results (on PowerBI) indicated 63% of staff strongly agreed with the statement: "I feel annual teacher evaluations are fair and reasonable". The 2019-2020 School Climate Survey results (on PowerBI) indicated 62% of teachers strongly agreed with the statement: "I feel annual teacher evaluations are fair and reasonable". This is a 1 percentage point increase.	Annual teacher evaluations positively affect teacher morale and work production as evidenced by increases in teacher career satisfaction.	Empower Teachers And Staff
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 88% of staff strongly agreed with the statement: "I believe children at my school are receiving a good education". The 2019-2020 School Climate Survey results (on PowerBI) indicated 90% of teachers strongly agreed with the statement: "I believe children at my school are receiving a good education". This is a 2 percentage point increase.	Students receive a high standard of education at our school utilizing meaningful homework, rigorous curriculum choices, and diligent staff. Continuous parent feedback also ensures an overall high achieving environment.	Elective/Academies
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 63% of staff strongly disagreed with the statement: "I feel there are too many students in each class". The 2019-2020 School Climate Survey results (on PowerBI) indicated 67% of teachers strongly disagreed with the statement: "I feel there are too many students in each class". This is a 4 percentage point increase.	Class size is directly correlated with high student achievement. Maintaining proper class size is always as the forefront of our student schedule process.	other  Proper Planning and Reducing Class Size

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

## Elective/Academies

<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>	The 2018-2019 School Climate Survey results (on PowerBI) indicated 67% of staff strongly agreed with the statement: "Adequate disciplinary measures used at my	Student discipline directly impacts the school environment and learning in the classroom. It is	Empower Teachers And Staff

	school”. The 2019-2020 School Climate Survey results (on PowerBI) indicated 52% of teachers strongly agreed with the statement: “Adequate disciplinary measures used at my school”. This is a 15 percentage point decrease.	imperative to focus on strengthening the discipline process, at all levels, in order to ensure success.	
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 87% of staff strongly agreed with the statement: “The school building is kept clean and in good condition”. The 2019-2020 School Climate Survey results (on PowerBI) indicated 71% of teachers strongly agreed with the statement: “The school building is kept clean and in good condition”. This is a 16 percentage point decrease.	Keeping a clean and welcoming school environment promotes a healthy environment which positively influences student achievement. This requires a comprehensive approach where all stakeholders are involved in the success of these protocols.	Consistent Protocols to Maintain a Clean and Welcoming School Environment
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 42% of staff strongly agreed with the statement: “Students come prepared academically to my class”. The 2019-2020 School Climate Survey results (on PowerBI) indicated 33% of teachers strongly agreed with the statement: “Students come prepared academically to my class”. This is a 9 percentage point decrease.	Students must be academically prepared in order to meet the rigorous curriculum of our school. Gaps in background knowledge can lead to struggles in the future.	Elective/Academies

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

Empower Teachers And Staff

**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 College Board AP Score Report, the 2019 Advanced Placement Science Proficiency was 17% and the 2020 Advanced Placement Science Proficiency is 47.4%. This is a 30.4 percentage point increase over a two year period.	A 30.4 percent increase in student proficiency in science is impactful because science ties into our cross-curricular planning framework.	Data-Driven Decision Making
	According to the College Board AP Score Report, the 2019 Advanced Placement US History Proficiency was 41% and the 2020 Advanced Placement US History	Our focus had been cross curricular planning to improve all subject areas of learning. A 44.2 percent increase in student proficiency in social studies is	Differentiated Instruction

	Proficiency is 85.2%. This is a 44.2 percentage point increase over a two year period.	impactful because social studies ties into our cross-curricular planning framework.	
	According to the Academic Programs tab (on PowerBi), the 2017-2018 Math Proficiency is 68%, the 2018-2019 Math Proficiency is 79%, and the 2019-2020 Math Predicted Proficiency is 81%. This is a 13 percentage point increase over a three year period.	This data was most impactful because mathematics was a strong area of focus on the 2019-2020 School Improvement Plan, which is evident with the 13 percentage point increase over a three year period.	Data-Driven Instruction

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

Data-Driven Instruction

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	According to the Academic Programs tab (on PowerBI), the 2017-2018 ELA Proficiency is 79%, the 2018-2019 ELA Proficiency is 81%, and the 2019-2020 ELA Predicted Proficiency is 83%. This is a 4 percentage point increase over a three year period.	Meeting proficiency levels in English Language Arts positively contributes to our overall school improvement, evidenced by the consistence increase in proficiency over a three year period.	Data-Driven Decision Making
	According to the College Board AP Score Report, the 2018-2019 Advanced Placement European History Proficiency was 61% and the 2019-2020 Advanced Placement European History Proficiency is 58.3%. This is a 2.7 percentage point decrease over a two year period.	This data indicates a consistent commitment to ensure future success and educational rigor by implementing more rigorous electives to the curriculum.	21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)
	According to the College Board AP Score Report, the 2018-2019 Advanced Placement Spanish Literature Proficiency was 95% and the 2019-2020 Advanced Placement Spanish Literature Proficiency is 100%. This is a 5 percentage point increase over a two year period.	A five percent increase in student proficiency in Spanish Literature is impactful because languages ties into our cross-curricular planning framework. When students excel across all subjects, student achievement is positively impacted.	Effective Curriculum and Resource Utilization

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

Data-Driven Decision Making

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>	<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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	Be specific in defining each data element below.		Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	According to the Academic Programs tab (on PowerBi), the 2018-2019 ELL Proficiency in Social Studies is 25%.	The ELL Subgroup, which make up a significant portion of our lowest 25% need additional support and guidance to achieve proficiency in Social Studies, which ties to our cross-curricular framework.	English Language Learners (ELL) Strategies
	According to the Academic Programs tab (on PowerBi), the 2018-2019 ELL Proficiency in Science is 43%.	The ELL Subgroup, which make up a significant portion of our lowest 25% need additional support and guidance to achieve proficiency in Science, which ties to our cross-curricular framework.	English Language Learners (ELL) Strategies
	According to the Academic Programs tab (on PowerBi), the 2018-2019 ELL Proficiency in ELA is 31%.	The ELL Subgroup, which make up a significant portion of our lowest 25% need additional support and guidance to achieve proficiency in the English language.	English Language Learners (ELL) Strategies

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

English Language Learners (ELL) Strategies

## 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**

Communicate With Stakeholders

### **Primary Essential Practice**

Empower Teachers And Staff

### **Secondary Essential Practice**

Elective/Academics

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Data-Driven Instruction

### **Primary Essential Practice**

English Language Learners (ELL) Strategies

### **Secondary Essential Practice**

Data-Driven Decision Making

## **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.**

Currently, ISPA's Commitment to Students is a primary goal. Administration has an open-door policy with students, where communication is two-way and ongoing. Electives are reviewed on a yearly basis and adapted to the students' and school's current needs.

#### **As evidenced by:**

Students are able to directly contact administrators through email, direct messaging (via Social Media and Remind), or impromptu in-person meetings through out the day. They also utilize Student Government delegates to petition for student concerns, ideas, and/or events. The Guidance Counselor and CAP Advisor are readily available to address any concerns, emotional or academic. Students meet one-on-one with administration and counselors to discuss their academic needs and interest. Each student's schedule is as tailor-made as possible to focus on students' educational and personal needs.

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

An advisory committee will be established where leadership team members and select teachers will be assigned a selected number of students to offer advise and guidance when needed.

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

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

The Leadership Team's current reality reflects the utilization of school-wide data to inform instructional decision-making and guide the school's progress towards reaching established collective goals.

#### **As evidenced by:**

The use of Power Bi reports will be shared with teachers during monthly data chats. Student progress monitoring will also reflect data collected via Performance Matters. Teachers will continue to collaborate through cross-curricular planning.

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

Administrators and the Leadership Team will continue to monitor student data through data chats with the teachers and through cross- curricular planning sessions.

## **Competency 3: Developing Others**

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

The Leadership team encourages teachers to determine the professional development most in line with their curriculum or specific student needs, as evidenced by Climate Survey results where the majority of staff strongly agree they are satisfied with their careers at ISPA.

#### **As evidenced by:**

Teacher enrollment in PD's via My Learning Plan, sharing of best practices at department meetings, and school climate survey results.

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

Administration and school leaders will offer teachers more opportunities to attend in-house/virtual and job embedded professional development. Teachers will be surveyed for their opinion on what professional development training is needed.

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

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

The leadership offers an open door policy and accessibility to all stakeholders. This allows the team to be informed, promote a positive environment, and promote positive staff morale.

#### **As evidenced by:**

The Leadership Team communicates through faculty meetings, classroom walk-throughs, formal and informal observations, and through the school's collaboration site. This motivates the team with a compelling vision and enthusiasm towards a common goal.

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

The Leadership Team will reflect on current practices and will encourage cross-curricular planning at the teachers' discretion. Additionally, the Leadership Team will continue to monitor students' progress through on-going data chats and Power Bi. The Leadership Team communicates through faculty meetings, classroom walk-throughs, and formal and informal observations.

## **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**

Communicate With Stakeholders

**Priority Actions for the Sustained Essential Practice**

To enhance communication with stakeholders that will improve effectiveness and create sustainability, the school will use various platforms and methods to continuously communicate vital information. We will offer all stakeholders the opportunity to have concerns, questions, or suggestions addressed. The platforms and methods to be used are: Social Media (Instagram and Twitter), School Messenger, Remind, Emails, PTSA Newsletter, ISPA App, and ISPA Website.

**Primary Essential Practice**

Empower Teachers And Staff

**Priority Actions for the Primary Essential Practice**

To enhance and promote teacher success and career fulfillment, the leadership team will promote teacher empowerment by encouraging open dialogue with teachers and aligning desired classes with teacher interest in an effort to increase teacher engagement and impact overall student achievement.

**Secondary Essential Practice**

Elective/Academies

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

To enhance and promote student academic success the leadership team will promote student empowerment by allowing students to elect desired classes aligned with student interest in an effort to increase student engagement and impact overall achievement.

**ACADEMIC PROGRAMS****Sustained Essential Practice**

Data-Driven Instruction

**Priority Actions for the Sustained Essential Practice**

To enhance data-driven instruction that will improve effectiveness and create sustainability, data reports will be utilized to facilitate and inform data chats. These data chats will include administrators with departments, inter-department data chats, and teacher-student data chats.

**Primary Essential Practice**

English Language Learners (ELL) Strategies

**Priority Actions for the Primary Essential Practice**

The ELL Subgroup, which makes up a significant portion of our lowest 25 and 35 percent, need additional support and guidance to achieve proficiency across all subject areas. Our ESOL Interventionist will continue to focus on small group of ELL students in different subject areas, using targeted lessons to increase student learning.

**Secondary Essential Practice**

Data-Driven Decision Making

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

To ensure decisions are data-driven, data reports will be utilized to facilitate and inform class size, class activities, differentiated instruction, tutoring necessities, and small group instruction.

## 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 the Primary (Empower Teachers), Secondary (Elective/Academics), and Sustained (Communicate with Stakeholders) Essential Practices, then ISPA will continue to have a culture that is inclusive for all stakeholders. With cross curricular collaborative planning, open dialogue with all stakeholders, and teacher input, student instruction will be truly individualized to fit the students' specific needs and staff will have career satisfaction.

## ACADEMIC PROGRAMS

### OUTCOME STATEMENT

#### Academic Programs

If we promote collaborative planning across the curriculum and refine our data driven instruction, then we will improve student learning gains and proficiency data in all academic areas and ISPA students' instruction will be truly individualized to fit their specific needs. This will ensure the successful implementation of the Primary (English Language Learners Strategies), Secondary (Data-Driven Decision Making), and Sustained (Data-Driven Instruction) Essential Practices.

## 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

<b>Opening of School Date</b>	<b>Phase I Topic</b> <i>What topic will be shared?</i>	<b>Process Description</b>  What process/protocol will be used to share the topic and garner feedback from all stakeholders?	<b>Activity Lead</b>  Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
(08/20/20) AM-PM	<ul style="list-style-type: none"> <li>• <i>Data and Systems Review Summary</i></li> <li>• <i>School Leadership Core Competency Course Reflections</i></li> <li>• <i>Sustained Essential Practice</i></li> <li>• <i>Primary &amp; Secondary Essential Practice Selections</i></li> <li>• <i>Priority Actions</i></li> <li>• <i>Outcome Statements</i></li> </ul>		
8/19/20 AM	Data and Systems Review Summary	-Review school wide data -Break up into groups by department to analyze AP data pertaining to specific subject area -Conduct Department and Inter-Department Cross-Curricular Planning	Dr. Alina Diaz-Blanco, Principal Ms. Felicia Diaz, Assistant Principal
8/19/20 AM	School Leadership Core Competency Course Reflections	-Review District PowerPoint of Core Practices	Dr. Alina Diaz-Blanco, Principal Ms. Felicia Diaz, Assistant Principal
8/19/20 PM	Sustained Essential Practice	-Analyze and discuss school culture and academic essential practices	Dr. Alina Diaz-Blanco, Principal Ms. Felicia Diaz, Assistant Principal

8/19/20 PM	Priority Actions	-Read and discuss Online Teaching Strategies article -Break into groups to further discuss article. -Using article, brainstorm techniques that can best be used in our school setting -Share findings	Dr. Alina Diaz-Blanco, Principal Ms. Felicia Diaz, Assistant Principal

**Phase II**

**Action Planning**

**Consensus – Define – Implement**

**Phase II will be developed and executed by the school as described below:**

**Phase II Development & Stakeholder Engagement**

*August 17 – August 28, 2020*

- *Provide Opening of Schools Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan*
- *Develop School Culture and Academic Programs Implementation Steps*

*Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 28, 2020.*

**Implementation Steps Requirements:**

- *Align to the school’s Outcome Statement, Essential Practices and Priority Actions*
- *Provide specific implementation dates*
- *Describe the specific action or activity that will take place*
- *Include the name(s) and position(s) of the person(s) responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- *Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring*

**Quarter 1 Implementation**

**August 31 – October 16, 2020**

- *Participate with the School Leadership Team in a Region Review Process*

- *Meet with the EESAC to review and approve Phase I & II of the School Improvement Process*
- *Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*
- *Conduct an Impact Review to gather qualitative data that will inform the Quarter 1 Systems Review*

*During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal impact review that will inform their Systems Review and Data Reflection.*

### **Every Student Succeeds Act (ESSA) Data Incorporation**

- *In Phase II you will be asked to identify any subgroup(s) that fell below the 41% threshold according to the Federal Index (link below). If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in the Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. In addition to the data provided on the SIP Dashboard, the school's entire ESSA Report Card may be viewed by using this link to the EduData site ([edudata.fl DOE.org](http://edudata.fl DOE.org)) in order to assist in the identification of those target subgroup(s).*
- [Federal Index and ESSA Support Categories](#)

*After analyzing the subgroup data, strategize how the **Priority Actions for the Primary Essential Practice (in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Furthermore, in the first quarter Implementation Steps, include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.*

### **Quarter 1 Systems Review & Data Reflection**

#### **October 19 – October 30, 2020**

- *Evaluate and reflect on the success of the Quarter 1 Implementation Steps through the Systems Review and Data Reflection*
- *Revise and/or develop School Culture and Academic Programs Quarter 2 Implementation Steps*

*After the Quarter 1 Implementation stage, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative and quantitative data gathered during the Impact Review. SLTs will develop better informed and refined Implementation Steps to execute during Quarter 2 Implementation.*

### **Quarter 2 Implementation**

#### **November 2 – December 18, 2020**

- *Monitor the execution of Quarter 2 Implementation Steps to ensure a high degree of fidelity*
- *Title I Schools will upload their 2020-2021 Title I – Parent and Family Engagement Plan (PFEP)*

*During Quarter 2 Implementation, schools will execute Quarter 2 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence.*

## **SCHOOL CULTURE** **Quarter 1 Implementation** (August 31 – October 16, 2020)

## School Culture Outcome Statement

If we successfully implement the Primary (Empower Teachers), Secondary (Elective/Academics), and Sustained (Communicate with Stakeholders) Essential Practices, then ISPA will continue to have a culture that is inclusive for all stakeholders. With cross curricular collaborative planning, open dialogue with all stakeholders, and teacher input, student instruction will be truly individualized to fit the students' specific needs and staff will have career satisfaction.

### Sustained Essential Practice

Communicate With Stakeholders

### Priority Actions for the Sustained Essential Practice

To enhance communication with stakeholders that will improve effectiveness and create sustainability, the school will use various platforms and methods to continuously communicate vital information. We will offer all stakeholders the opportunity to have concerns, questions, or suggestions addressed. The platforms and methods to be used are: Social Media (Instagram and Twitter), School Messenger, Remind, Emails, PTSA Newsletter, ISPA App, and ISPA Website.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Tue, Sept 1 <b>End:</b> Thu, Oct 8	Email the Phoenix Weekly Calendar to all staff every Friday afternoon to communicate important information.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal, Ms. Yazmin Acevedo, Activities Director	Weekly emails sent to all staff with upcoming events and A/B schedule. The weekly calendar emails should match with the events listed on the collaboration site. This will promote effective communication with all stakeholders.	Dr. Alina Diaz-Blanco, Principal and Ms. Felicia Diaz, Assistant Principal will oversee the use and implementation of the diverse platforms and methods available to the school.
<b>Start:</b> Fri, Sept 4 <b>End:</b> Mon, Oct 12	Effectively communicate with stakeholders via School Messenger messages, Social Media, ISPA App and ISPA Website, and ISPA Collaboration Site to send out reminders and post information specific to the group, weekly.	Dr. Alina Diaz-Blanco, Principal and Ms. Felicia Diaz, Assistant Principal. Ms. Nadia Lorenzo, CAP Advisor.	Enhance communication will improve the effectiveness and create sustainability by using diverse platforms and methods available to the school.	Dr. Alina Diaz-Blanco, Principal and Ms. Felicia Diaz, Assistant Principal will oversee the use and implementation of the diverse platforms and methods available to the school.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	Provide and schedule monthly parent meetings and school-sponsored activities to help	Dr. Alina Diaz-Blanco, Principal and Ms. Felicia	Posted schedule through social media accounts will be seen by all stakeholders. Schedule will also be	Dr. Alina Diaz-Blanco, Principal and Ms. Felicia Diaz, Assistant Principal

	disseminate important information to all stakeholders.	Diaz, Assistant Principal.	posted on school website, school app, morning announcement, and school running video.	will oversee the use and implementation of the diverse platforms and methods available to the school.
<b>Start:</b> Mon, Sept 7 <b>End:</b> Thu, Sept 17	Encourage the use of Social Media (Instagram and Twitter), Emails, PTSA Newsletter, ISPA App, and ISPA Website to enhance communication with all stakeholders, on a monthly basis.	Dr. Alina Diaz-Blanco, Principal and Ms. Felicia Diaz, Assistant Principal.	Enhanced communication will improve the effectiveness and create sustainability by using diverse platforms and methods available to the school.	Dr. Alina Diaz-Blanco, Principal and Ms. Felicia Diaz, Assistant Principal will oversee the use and implementation of the diverse platforms and methods available to the school.

**Primary Essential Practice**

Empower Teachers And Staff

**Priority Actions for the Primary Essential Practice**

To enhance and promote teacher success and career fulfillment, the leadership team will promote teacher empowerment by encouraging open dialogue with teachers and aligning desired classes with teacher interest in an effort to increase teacher engagement and impact overall student achievement.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Wed, Sept 2 <b>End:</b> Mon, Oct 5	Provide teachers with opportunities to share best practice and celebrate teacher accomplishments in the community, on a monthly basis.	Dr. Alina Diaz-Blanco, Principal and Ms. Felicia Diaz, Assistant Principal.	Teachers will have the opportunity to share best practices in faculty meetings, during PLST gathering, and classrooms will showcased on Social Media.	Dr. Alina Diaz-Blanco, Principal and Ms. Felicia Diaz, Assistant Principal will regularly feature teachers on Social Media and will upload content on collaboration site.
<b>Start:</b> Tue, Sept 1 <b>End:</b> Mon, Sept 7	A teacher or staff member will be highlighted as "Phoenix of the Month" on a monthly basis to celebrate their accomplishments within our community.	Dr. Alina Diaz-Blanco, Principal and Ms. Felicia Diaz, Assistant Principal.	The recipient of the "Phoenix of the Month" is presented with the honor during faculty meetings, is highlighted in Phoenix Newsletter and on Social Media, and has a bulletin board presentation created in the school cafeteria highlighting their accomplishments.	Dr. Alina Diaz-Blanco, Principal and Ms. Felicia Diaz, Assistant Principal will be chose recipients monthly and feature them on various platforms.

<p><b>Start:</b> Thu, Sept 3 <b>End:</b> Tue, Sept 8</p>	<p>Provide self-selected professional development options, which feature classroom teachers as experts, monthly.</p>	<p>Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal, and Ms. Lianett Hechavarria, PD Liaison.</p>	<p>Teacher input for PD development and encouragement to share findings from classroom experience or prior PD. This will provide choice and opportunity to differentiate what and how teachers learn.</p>	<p>Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal, and Ms. Lianett Hechavarria, PD Liaison will routinely meet with administration to ensure teacher feedback and choice is being included in PD development.</p>
<p><b>Start:</b> Thu, Sept 3 <b>End:</b> Mon, Sept 7</p>	<p>To encourage teacher empowerment and equal access as stakeholders we will transition our Leadership title and framework to a Support Staff Team.</p>	<p>Dr. Alina Diaz-Blanco, Principal and Ms. Felicia Diaz, Assistant Principal.</p>	<p>The School Support Team will include administration, lead teachers, and teachers that wish to have input in decision-making processes.</p>	<p>Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal will routinely discuss with staff of any necessary input needed to improve the school environment, increasing ownership in teacher empowerment.</p>

**Secondary Essential Practice**

Elective/Academies

**Priority Actions for the Secondary Essential Practice**

To enhance and promote student academic success the leadership team will promote student empowerment by allowing students to elect desired classes aligned with student interest in an effort to increase student engagement and impact overall achievement.

<p><b>Implementation Date(s)</b></p>	<p><b>Implementation Steps</b></p>	<p><b>Person(s) Responsible</b>  (First &amp; last name, position)</p>	<p><b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)</p>	<p><b>Monitoring</b>  (How and Who?)</p>
<p><b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Sept 4</p>	<p>Set up monthly meetings to take place to discuss successful student performance and engagement through cross-curricular planning.</p>	<p>Dr. Alina Diaz- Blanco, Principal, Ms. Felicia Diaz, Assistant Principal, and Ms. Ana Alamo, Test Chairperson.</p>	<p>Improve elective student academic performance and engagement through cross-cultural communication among instructional staff and student input.</p>	<p>Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal, will participate in weekly discussions and walkthroughs to determine if students are engaged and succeeding academically.</p>
<p><b>Start:</b> Tue, Sept 1</p>	<p>Individual Teacher Data Chats - The administration will</p>	<p>Dr. Alina Diaz- Blanco, Principal and</p>	<p>Data Chat Reporting - Individual teachers will be given data which will showcase individual student</p>	<p>Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant</p>

<p><b>End:</b> Fri, Sept 18</p>	<p>meet with teachers individually to discuss their respective students' performance data on a monthly basis.</p>	<p>Ms. Felicia Diaz, Assistant Principal.</p>	<p>performance. The administration and teacher will discuss areas of strengths and areas in need of remediation to develop strategies aimed at improving student performance and engagement.</p>	<p>Principal, will review student performance and teacher data outcomes.</p>
<p><b>Start:</b> Mon, Sept 7 <b>End:</b> Mon, Sept 14</p>	<p>Promote, monthly, student participation in various enrichment activities done through after school clubs, honor societies, and tutoring.</p>	<p>Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal, and Ms. Yazmin Acevedo, Activities Director.</p>	<p>Student participation in activities such as academic contests, after school tutoring, and club attendance will improve elective academics.</p>	<p>Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal, and Ms. Yazmin Acevedo, Activities Director will verify Club and After School Tutoring logs.</p>
<p><b>Start:</b> Fri, Sept 4 <b>End:</b> Thu, Oct 8</p>	<p>Meet with students by grade level, monthly, to review and discuss curricular expectations.</p>	<p>Dr. Alina Diaz- Blanco, Principal and Ms. Felicia Diaz, Assistant Principal, Ms. Margarita Marquez, Counselor.</p>	<p>Student progress will be evident throughout meetings with counselors. During meetings counselors will discuss student academic standings including credit checks and fulfillment of graduation requirements.</p>	<p>Dr. Alina Diaz-Blanco, Principal and Ms. Felicia Diaz, Assistant Principal, Ms. Margarita Marquez, Counselor.</p>

**ACADEMIC PROGRAMS  
Quarter 1 Implementation  
(August 31 – October 16, 2020)**

**Academic Programs Outcome Statement**

If we promote collaborative planning across the curriculum and refine our data driven instruction, then we will improve student learning gains and proficiency data in all academic areas and ISPA students' instruction will be truly individualized to fit their specific needs. This will ensure the successful implementation of the Primary (English Language Learners Strategies), Secondary (Data-Driven Decision Making), and Sustained (Data-Driven Instruction) Essential Practices.

**Sustained Essential Practice**

Data-Driven Instruction

**Priority Actions for the Sustained Essential Practice**

To enhance data-driven instruction that will improve effectiveness and create sustainability, data reports will be utilized to facilitate and inform data chats. These data chats will include administrators with departments, inter-department data chats, and teacher-student data chats.

<p><b>Implementation</b></p>	<p><b>Implementation</b></p>		<p><b>Expected Evidence</b></p>	<p><b>Monitoring</b></p>
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<b>Date(s)</b>	<b>Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
<b>Start:</b> Wed, Sept 2 <b>End:</b> Tue, Oct 6	Cross-curricular planning will be utilized, monthly, to promote data-driven instruction, and to disseminate and analyze data.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal	Teachers will periodically share evidence and outcomes of cross-curricular planning with administration and faculty members during department meetings.	Dr. Alina Diaz-Blanco, Principal, and Ms. Felicia Diaz, Assistant Principal will do walkthroughs, formal and informal observations.
<b>Start:</b> Fri, Sept 11 <b>End:</b> Fri, Oct 16	Use Power Bi, monthly, to monitor and evaluate the academic needs of the students to be able to create instructional groups.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal	Evidence of small group and teacher data-driven instruction.	Dr. Alina Diaz-Blanco, Principal, and Ms. Felicia Diaz, Assistant Principal will do walkthroughs, formal and informal observations.
<b>Start:</b> Wed, Sept 2 <b>End:</b> Wed, Oct 7	Monthly data chats will be held to identify specific student needs.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal, and Ms. Ana Alamo, Test Chairperson.	The administration and teacher will discuss areas of strengths and areas in need of remediation to develop strategies aimed at improving student performance and engagement, which will be evident small group instruction.	Dr. Alina Diaz-Blanco, Principal, and Ms. Felicia Diaz, Assistant Principal will do walkthroughs, formal and informal observations.
<b>Start:</b> Thu, Sept 3 <b>End:</b> Mon, Oct 12	Disseminate and analyze data through subject area department meetings, on a monthly basis.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal, and Ms. Ana Alamo, Test Chairperson.	Data-driven instruction evident in teacher classroom through daily lesson plans and feedback from department meetings.	Dr. Alina Diaz-Blanco, Principal, and Ms. Felicia Diaz, Assistant Principal will do walkthroughs, formal and informal observations.

### Primary Essential Practice

English Language Learners (ELL) Strategies

### Priority Actions for the Primary Essential Practice

The ELL Subgroup, which makes up a significant portion of our lowest 25 and 35 percent, need additional support and guidance to achieve proficiency across all subject areas. Our ESOL Interventionist will continue to focus on small group of ELL students in different subject areas, using targeted lessons to increase student learning.

<b>Implementation</b>	<b>Implementation Steps</b>	<b>Person(s)</b>	<b>Expected Evidence</b>	<b>Monitoring</b>
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<b>Date(s)</b>		<b>Responsible</b>  (First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
<b>Start:</b> Thu, Sept 3 <b>End:</b> Mon, Oct 5	Utilize ELL Paraprofessional to provide small group support for ELL students across content subject areas, on a weekly basis.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal	Teacher feedback for small group lessons provided will allow targeted areas of student weakness, evidenced in the ELL Paraprofessional Logs.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal will review Weekly ELL Paraprofessional Contact Log.
<b>Start:</b> Thu, Sept 3 <b>End:</b> Mon, Oct 12	Incorporate vocabulary strategies to improve the ELL student foundation skills, weekly.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal	Through the use of Achieve 3000, Reading Plus, and other platforms students will be able to demonstrate an increase in vocabulary acquisition. Teachers will be able to target students' specific needs.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal will monitor platforms week and provide teachers with feedback.
<b>Start:</b> Mon, Sept 7 <b>End:</b> Mon, Oct 12	Power Bi will be used to monitor and evaluate the academic needs of students, focusing on the lowest 25%, monthly.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal, and Ms. Ana Alamo, Test Chairperson.	Small group instruction will be evident during Walk Throughs as well as mini lessons showcased in teachers' lesson plans.	Dr. Alina Diaz-Blanco, Principal, and Ms. Felicia Diaz, Assistant Principal will do walkthroughs, formal and informal observations.
<b>Start:</b> Tue, Sept 1 <b>End:</b> Mon, Sept 28	Administration will provide professional developments that supports the implementation of ELL strategies and professional development focused on the ELL community, on a quarterly basis.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal, and Ms. Lianett Hechavarria, PD Liaison.	Observations from walk-throughs will demonstrate ELL strategies being implemented in the classroom.	Dr. Alina Diaz-Blanco, Principal, and Ms. Felicia Diaz, Assistant Principal will review ELL strategies during walk-throughs and formal observations.

### ESSA Reflection

To complete the following ESSA Reflection, refer to the Every Student Succeeds Act (ESSA) Data Incorporation section in the Phase II Introduction for additional information.

*If you have met expectations with all subgroup(s) input n/a in the next two fields.*

**Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners).**

N/A

**In the narrative below, be sure to detail how you will address the school-wide improvement priorities for these identified subgroup(s).**

N/A

Lastly, review the Implementation Steps for the Primary Essential Practice in Quarter 1 Implementation above, be sure to include at least one Implementation Step to address the subgroup(s) that fell below the 41% threshold per the Federal Index.

### Secondary Essential Practice

Data-Driven Decision Making

### Priority Actions for the Secondary Essential Practice

To ensure decisions are data-driven, data reports will be utilized to facilitate and inform class size, class activities, differentiated instruction, tutoring necessities, and small group instruction.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Fri, Sept 4 <b>End:</b> Mon, Oct 5	Use differentiated data sources to drive instruction, daily.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal.	Include summative and formative assessments, and create viable legitimate sources of student data to identify strengths and weaknesses.	Dr. Alina Diaz-Blanco, Principal, and Ms. Felicia Diaz, Assistant Principal will do walkthroughs, formal and informal observations.
<b>Start:</b> Thu, Sept 3 <b>End:</b> Thu, Oct 8	Intervention strategies will be driven by data collected through summative and formative assessments given by teachers, this will be monitored weekly.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal.	Student data will show an improvement in student performance. Data will be monitored via monthly data chats.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal will have monthly data chats through subject area department meetings.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Mon, Oct 5	Utilize data from summative and formative assessments to conduct teacher data chats through the English/Language Arts and Mathematics Departments to address the needs of the lowest 25% of current students, on a monthly basis.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal, Ms. Ana Alamo, Test Chairperson	Reports from Power Bi and teacher created assessments for all English/Language Arts and Mathematics classrooms will be gathered. Teachers will attend data chats to review data and set goals.	Dr. Alina Diaz-Blanco, Principal, Ms. Felicia Diaz, Assistant Principal will review data with evidence of action steps.
<b>Start:</b> Tue, Sept 1	During monthly faculty meetings, administration will	Dr. Alina Diaz-Blanco,	Teachers will disseminate information gathered	Dr. Alina Diaz-Blanco, Principal,

<b>End:</b> Tue, Oct 6	update teachers on student performance data.	Principal, Ms. Felicia Diaz, Assistant Principal, Ms. Ana Alamo, Test Chairperson.	during department meeting data chats to discuss student performance and progress with administration.	Ms. Felicia Diaz, Assistant Principal will review data with evidence of action steps.
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## Parent Family Engagement Plan (PFEP)

*All Title 1 schools will submit the 2018-2019 PFEP to the Title 1 office for approval on or before, Tuesday, October 9, 2018. Once approved, the PFEP will be uploaded into the School Improvement Process (Phase II).*

### SCHOOL CULTURE Quarter 2 Implementation (November 2 – December 18, 2020)

#### School Culture Outcome Statement

#### Sustained Essential Practice

#### Priority Actions for the Sustained Essential Practice

Implementation Date(s)	Implementation Steps	Person(s) Responsible  (First & last name,	Expected Evidence  (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring  (How and Who?)
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		position)		

Primary Essential Practice

Priority Actions for the Primary Essential Practice

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)

Secondary Essential Practice

Priority Actions for the Secondary Essential Practice

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

**ACADEMIC PROGRAMS**  
**Quarter 2 Implementation**  
 (November 2 – December 18, 2020)

**Academic Programs Outcome Statement**

Sustained Essential Practice

Priority Actions for the Sustained Essential Practice

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)

Primary Essential Practice

Priority Actions for the Primary Essential Practice

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

**ESSA Reflection**

To complete the following ESSA Reflection, refer to the Every Student Succeeds Act (ESSA) Data Incorporation section in the Phase II Introduction for additional information.

*If you have met expectations with all subgroup(s) input n/a in the next two fields.*

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners).

In the narrative below, be sure to detail how you will address the school-wide improvement priorities for these identified subgroup(s).

Lastly, review the Implementation Steps for the Primary Essential Practice in Quarter 2 Implementation above, be sure to include at least one Implementation Step to address the subgroup(s) that fell below the 41% threshold per the Federal Index.

Secondary Essential Practice

Priority Actions for the Secondary Essential Practice

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

**Phase III & IV**

**Mid-Year Review & Q3/Q4 Implementation**

**Reflect – Modify – Implement**

**Phases III & IV will be developed and executed at the school as described below:**

*In addition to completing the Phase III Mid-Year Review (January 4 – January 29, 2021), the School Leadership Team will create Phase IV Implementation Steps for both School Culture and Academic Programs to implement from February 1 – April 30, 2021.*

***Mid-Year Readiness Data and Systems Review should directly inform the Quarter 3 and 4 Implementation Steps.***

- ***A Data Review:*** is a thorough disaggregation and analysis of all pertinent data points to evaluate outcomes and inform future actions needed to achieve school goals.
- ***Systems Review:*** is a thorough analysis of the impact of the implementation steps to inform future actions needed to achieve the school goals.

### **Phase III: Mid-Year Review**

***January 4 – January 29, 2021***

- *Complete the School Improvement Process Mid-Year Reflection utilizing the Data Review Analysis and Systems Review*
- *Gather teachers and staff feedback regarding progress of Phase II Implementation Steps*
- *Develop Phase III Implementation Steps with School Leadership Team*
- *Review Phase III of the School Improvement Process (EESAC)*

### **Phase IV: Quarter 3 & Quarter 4 Implementation**

***February 1 – June 9, 2021***

- *Monitor the execution of Quarter 3 & Quarter 4 Implementation Steps to ensure a high degree of fidelity.*
- *During Quarter 3 & Quarter 4 Implementation, schools will execute Quarter 3 & Quarter 4 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed, and the impact obtained based on collected evidence.*

### ***Implementation Steps Requirements:***

- *Align to the school's Outcome Statement, Essential Practice and Priority Action*
- *Provide specific implementation dates*
- *Describe the specific action or activity that will take place*
- *Include the name and position of the person responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- *Name the person responsible and describe the process that will be used to monitor each Implementation Step*

## **Mid-Year Data Map**

For the 2020-2021 school year the Data Maps will be accessible via the SIP (School Improvement Process) Dashboard on Power BI. Schools will be notified of availability via a Weekly Briefing.

### Access the SIP Dashboard:

Administrators, members of the School Leadership Team, and Synergy participants all have access to the SIP Dashboard via [www.powerbi.com](http://www.powerbi.com) using your MDCPS Office 365 Credentials. Launch the SIP Dashboard from “Shared with me,” adding this report to “Favorites” is a recommendation for ease and future reference. Once on the SIP Dashboard, the reports are separated into several tabs navigated at the bottom of the screen. To further disaggregate the data, use the following functions: buttons, filters, slicers, and drill down (availability varies from tab to tab). In each report, examine the titles and descriptions for each visual. Additional text will be provided to describe any features that might be available to you.

## MID-YEAR DATA REVIEW

January 4 - January 29, 2021

Convene the SLT to examine, interpret and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

1. Describe the process used by the SLT to examine, interpret, and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

2. In relation to your 2021 school grade goals and your Outcome Statement for School Culture describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.

3. In relation to your 2021 school grade goals and your Outcome Statements for Academic Programs, describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.

4. In terms of grade-levels and/or subject areas, what patterns are evident in the data examined?

5. In terms of subgroups (ELL, SWD, L25, etc.) what patterns are evident in the data examined?

## **MID-YEAR SYSTEMS REVIEW**

January 4 - January 29, 2021

Discuss the monitoring of the Quarter 1 and Quarter 2 implementation Steps to determine the degree of impact on School Culture and Academic Programs.

### **School Culture**

1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions led to data surpassing expectations? Provide examples.

2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions (or lack thereof) led to data falling short of expectations? Provide examples.

### **Academic Programs**

1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions led to data surpassing expectations? Provide examples.

2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions (or lack thereof) led to data falling short of expectations? Provide examples.

3. As a result of the data review, will you be changing your school grade goals?

- Yes
- No

If yes, what school grade goals need to be revised and why?

*Be sure to resubmit the School Grade Goal Survey if you have made changes to your goals, shared via Weekly Briefing.*

### **School Leadership Core Competencies**

Competency 1: Commitment to Students

Review the Phase I description of how the School Leadership Team will use the Commitment to Students competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

Competency 2: Focusing on Sustainable Results

Review the Phase I description of how the School Leadership Team will use the Focusing on Sustainable Results competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

Competency 3: Developing Others

Review the Phase I description of how the School Leadership Team will use the Developing Others competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

Competency 4: Engages the Team

Review the Phase I description of how the School Leadership Team will use the Engages the Team competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

### **MID-YEAR REVIEW COMMUNICATION**

How will the findings and the next steps from the Data and Systems Review on School Culture and Academic Programs be disseminated to all pertinent stakeholders?

### **SCHOOL CULTURE Quarter 3/4 Implementation (February 1 – June 9, 2021)**

#### **School Culture Outcome Statement**

#### **Sustained Essential Practice**

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

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Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Primary Essential Practice

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Priority Actions for the Primary Essential Practice

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Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)


Secondary Essential Practice

Priority Actions for the Secondary Essential Practice

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

**Academic Programs  
Quarter 3/4 Implementation  
(February 1 – June 9, 2021)**

**Academic Programs Outcome Statement**

Sustained Essential Practice

Priority Actions for the Sustained Essential Practice

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)

Primary Essential Practice

Priority Actions for the Primary Essential Practice

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)

Secondary Essential Practice

Priority Actions for the Secondary Essential Practice

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)


**Phase V**

**End of Year Reflection**

**Input – Feedback – Outcome Analysis**

**Phase V will be developed and executed by the school as described below:**

*During Phase V, teachers and staff will be given the opportunity to collaborate with the School Leadership Team and provide meaningful input after the review of the School Improvement Process implemented during the 2020-2021 school year. The School Leadership Team will complete Phase V End of Year Reflection for both School Culture and Academic Programs considering the success of the Outcome Statements.*

**Phase V Stakeholder Feedback and Reflection**

**May 3 – June 9, 2021**

- *Use the 2020-2021 Continuous Improvement Reflection Worksheet, to meet with all grade level/departments to solicit input with the following:*
  - *Areas of strength and opportunities for improvement in both School Culture and Academic Programs*
  - *Reflections and predictions for School Culture and Academic Programs*
- *Meet to reflect on the feedback gathered from the grade level/departments. The team will use the feedback received to guide the development of one comprehensive 2020-2021 Continuous Improvement Reflection Worksheet.*
- *Schedule a faculty meeting during the month of May where faculty/staff will complete the 2020-2021 School Improvement Survey.*
- *During this May faculty meeting, share the findings from the 2020-2021 Continuous Improvement Reflection Worksheet and seek consensus from all faculty/staff to ensure that the findings accurately represent the identified areas of strength and opportunities for improvement along with the identified processes that will be sustained, developed, or enhanced in the areas of School Culture and Academic Programs for the 2021-2022 school year.*
- *After the May faculty meeting, schedule an EESAC meeting to share the outcomes.*

**2020-2021 Continuous Improvement Reflection Worksheet**

**School Culture**

**May 3 – June 9, 2021**

Reflect on Phase I, II, and III of the School Improvement Process and consider the school’s success in meeting the intended Outcome Statements, implementing the Primary/Secondary Essential

# Practices Developments/Enhancements, and monitoring the Sustained Essential Practice within School Culture.

## School Culture Outcome Statement

In reviewing Phase I, II, and III of the School Improvement Process, to what extent did the school meet the intended Outcome Statement in School Culture?

## Sustained Essential Practice

## Primary Essential Practice

## Secondary Essential Practice

# End of Year Implementation Plan Reflection

## Strengths

## Opportunity for Improvement

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Sustained Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Sustained Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Primary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Primary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Secondary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Secondary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

## School Culture Prediction

Based on your Mid-Year Reviews, and the End of Year Implementation Plan Reflection, make a prediction about the School Culture results for the 2020-2021 school year. Include what data findings you expect to see significantly improve, remain neutral, and significantly decrease. Provide a rationale for your prediction which should include the Essential Practices that contribute to your prediction.

# 2020-2021 Continuous Improvement Reflection Worksheet

## Academic Programs

May 3 – June 9, 2021

Reflect on Phase I, II, and III of the School Improvement Process and consider the school’s success in meeting the intended Outcome Statements, implementing the Primary/Secondary Essential Practices Developments/Enhancements, and monitoring the Sustained Essential Practice within Academic Programs.

Academic Programs Outcome Statement

In reviewing Phase I, II, and III of the School Improvement Process, to what extent did the school meet the intended Outcome Statement in Academic Programs?

Sustained Essential Practice

Primary Essential Practice

Secondary Essential Practice

## End of Year Implementation Plan Reflection

### Strengths

### Opportunity for Improvement

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Sustained Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Sustained Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Primary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Primary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Secondary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Secondary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

## Academic Programs Prediction

Based on your Mid-Year Reviews, and the End of Year Implementation Plan Reflection, make a prediction about the Academic Program results for the 2020-2021 school year. Include what data findings you expect to see significantly improve, remain neutral, and significantly decrease. Provide a rationale for your prediction which should include the Essential Practices that contribute to your prediction.