

MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

Gulfstream Elementary

Principal (Last Name, First Name)

Baldessari, Marybel

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

Rogers, Marsha

MTSS Coordinator (Last Name, First Name)

Rogers, Marsha

Demographic Overview

Our school is a Title 1 school where 86% of our students are eligible for free/ reduced lunch. We service students from pre-kindergarten through fifth grade. Our population is 69% Hispanic, 23% Black, 6% White, and 2% Asian. We have a student body of 580 students. Our school is unique in that 12% of our population is ELL (Spanish speaking), and 53% of our population is in the Exceptional Student Education (ESE) program. Our extensive special education program provides services to a number of students with varying exceptionalities such as autism, intellectually disabled, deaf/hard of hearing, physically impaired, other health impaired, specific learning disabled, language impaired and orthopedically impaired. The Marine Science Academy promotes high student achievement through the integration of marine science concepts while exposing students to the 21st century with the use of technology and the 5E's model: engagement, exploration, explanation, elaboration and evaluation. In addition, Gulfstream Elementary offers a full-time gifted program for students in grades 2-5 and a content-based program in grades K-1.

Current School Status

a. Provide the School's Mission Statement

Gulfstream Elementary will provide an educational foundation for students to become productive members of society.

b. Provide the School's Vision Statement

Gulfstream Elementary will support and encourage children to develop their maximum potential and achieve success.

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.

Gulfstream Elementary is located in the southwestern area of Miami, Florida known as Cutler Bay with an estimated population of 45,000 according to the 2020 community census. The community has a median household income of \$72,226 (2018). Our school is surrounded by a diverse culture that includes different business and entertainment options. We are surrounded by a working community located near a shopping mall. Our school is unique not only in its population but in the programs that are offered at our school. We have a variety of ESE self-contained settings not offered elsewhere. We also have a Marine Science Academy where the students are allowed 30 minutes everyday to delve into the world of ocean discovery through hands-on learning

and exciting field trips to extend the learning process. Gulfstream Elementary was recognized as a "Silver" STE(A)M Designated School in 2020. We offer students a quality education by integrating science, technology, engineering, the arts and mathematics into the curriculum school-wide to better prepare our students for the future.

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

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	The 2018-2019 School Climate Survey results (on PowerBI) indicated 63% of staff agreed with the statement: "School personnel work together as a team". The 2019-2020 School Climate Survey results (on PowerBI) indicated 74% of staff agreed with the statement: "School personnel work together as a team". This is a 11 percentage point increase.	We have intentionally focused on collaborative grade level/department planning as well as vertical planning. This increase is a result of our staff embracing teamwork as an essential component in planning and refining instruction designed to meet our students' needs.	Promoting Growth Mindset Shared Vision/Mission Collaborative Spaces
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 72% of students agreed with the statement: "The overall climate at my school is positive and lets me learn". The 2019-2020 School Climate Survey results (on PowerBI) indicated 79% of students agreed with the statement: "The overall climate at my school is positive and lets me learn". This is a 7 percentage point increase.	Fifty-three percent of our students are in the Exceptional Student Education program. We believe school is a place where students come to feel safe and get their needs met. This data is significant because it reveals that our staff actively works towards making our school a place where our students feel safe and are supported.	Promoting Growth Mindset Shared Vision/Mission Staff-Student Connections
	The 2018-2019 School Climate Survey results (on PowerBI) indicate 70% of students agreed with the statement: "I like coming to school". The 2019-2020 School Climate Survey results (on PowerBI) indicated 77% of students agreed with the	Eighty-six percent of students in our school come from lower socioeconomic backgrounds. School is a place where multiple needs are met. This data is significant because it shows that our staff is working	Promoting Growth Mindset Shared Vision/Mission

	statement: "I like coming to school". This is a 7 percentage point increase.	towards meeting students academic, social and emotional needs.	Consistent Protocols to Maintain a Healthy and Safe School Environment
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Essential Practice for Significantly Improved Data Findings (Sustained)

Promoting Growth Mindset

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	The 2018-2019 School Climate Survey results (on Power BI) indicated 85% of students agreed with the statement: "My teachers make me want to learn". The 2019-2020 School Climate Survey results (on PowerBI) indicated 83% of students agreed with the statement: "My teachers make me want to learn". This is only a 2 percentage point difference.	Our school has been working on student and family engagement over the past two years. This data is significant because we believe a positive learning environment is as essential to learning as is the curriculum in motivating students to reach their potential.	Family Engagement Promoting Growth Mindset Social and Emotional Learning (SEL)
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 90% of the students agreed with the statement: Teachers let me know how I am doing on my schoolwork". The 2019-2020 School Climate Survey results (on PowerBI) indicated 92% of students agreed with the statement: My teachers let me know how I am doing on my school work". This is only a 2 percentage point difference.	We believe teacher feedback is vital to student learning. This data is significant because it shows that our teachers inform students about their progress and hold them accountable so students can take ownership of their learning and work toward future goals.	Positive Behavior Support (PBS) Promoting Growth Mindset Family Engagement
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 66% of staff agree with the statement: "I feel lack of concern/ support from parents". The 2019-2020 School Climate Survey results (on PowerBI) indicated 64% of staff agreed with the statement: I feel lack of concern/support from parents". This is only a 2 percentage point difference.	Parental involvement is detrimental to student progress. This data is significant because it reveals that staff members believe active parental support and communication is key to educating children. Parents and teachers need to work as partners in children's education.	Family Engagement Communicate With Stakeholders Shared Vision/Mission

Essential Practice for Neutral Data Findings (Secondary)

Family Engagement

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	The 2018-2019 School Climate Survey results (on PowerBI) indicated that 77% of staff agreed with the statement: I feel my ideas are listened to". The 2019-2020 School Climate Survey results indicated that 69% of staff agreed with the statement: I feel my ideas are listened to. This is an 8 percentage point decrease.	Communication is imperative in creating a shared vision/mission. By focusing attention on ensuring all stakeholders are involved in the decision-making process, the school community and ultimately the students benefit.	Empower Teachers And Staff Shared Leadership Shared Vision/Mission
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 70% of staff agreed with the statement: "Adequate disciplinary measures are used at my school. The 2019-2020 School Climate Survey results (on PowerBI) indicated that 61% of staff agreed with the statement: "Adequate disciplinary measures are used at my school". This is a 9 percentage point decrease.	Fifty-three percent of students in our school are in the Exceptional Education program. Along with academic needs, many of these students have behavioral needs. This data is significant because clear and consistent disciplinary measures need to be implemented school-wide.	Empower Teachers And Staff Positive Behavior Support (PBS) Shared Vision/Mission
	The 2018-2019 School Climate Survey results (on Power BI) indicated that 92% of students agreed with the statement : "My teachers require that I work very hard for the grades I get". The 2019-2020 School Climate Survey results (on PowerBI) indicated 82% of students agreed with the statement: "My teachers require that I work very hard for the grades I get". This is a 10 percentage point decrease.	Student expectations need to be clearly communicated whether learning takes place in person or on-line. This data is significant because it shows a need for clear directions and expectations from teachers to push each student to their maximum potential.	Empower Teachers And Staff Communicate With Stakeholders Shared Vision/Mission

Essential Practice for Significantly Decreased Data Findings (Primary)

Empower Teachers And Staff

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?

Significantly Improved Data Findings	The 2018-2019 School Climate Survey results (on PowerBI) indicated that 76% of staff agreed with the statement: I feel students are deficit in basic skills". The 2019-2020 School Climate Survey results (on PowerBI) indicated 71% of staff agreed with the statement: I feel students are deficit in basic skills". This is a 5 percentage point improvement.	Our school has focused on student achievement by providing differentiated instruction and interventions for students with deficits. This includes utilization of interventionists and special area teachers to provide support by pushing into classrooms and pulling out small groups. This data is significant because shows progression in closing learning gaps.	Differentiated Instruction Interventions/RtI Ongoing Progress Monitoring
	The 2018-2019 SIP Survey results on Commitment to Students (on PowerBI) indicated 56% of staff answered "weekly" when asked the question: "How often does collaboration take place among department/grade level members to improve student outcome?" The 2019-2020 SIP Survey results on Commitment to Students (on PowerBI) indicated 63% of staff answered "weekly" when asked the question: "How often does collaboration take place among department/grade level members to improve student outcome?" This is a 7 percentage point increase.	We have focused on ensuring teachers have common planning time and department meetings to improve student outcomes. This data is significant because it shows that we are becoming more consistent.	Differentiated Instruction Standards-Aligned Instruction 21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)
	The 2018-2019 SIP Survey on Focusing on Sustainable Results (on PowerBI) indicated 76% of staff members agreed with the statement: "Progress monitoring data is utilized throughout the school year to ensure students receive appropriate remediation/enrichment". The 2019-2020 SIP Survey on Focusing on Sustainable Results (on PowerBI) indicated 83% of staff members agreed with the statement: "Progress monitoring data is utilized throughout the school year to ensure students receive appropriate remediation/enrichment". This is a 7 percentage point increase.	Throughout the year, progress monitoring data is used to develop differentiated instruction and intervention groups and to determine each student's need for remediation or enrichment. This data is significant because it shows that we are progressing towards our goal of meeting student needs, bridging gaps in learning and providing enrichment, when needed.	Differentiated Instruction Interventions/RtI Ongoing Progress Monitoring

Essential Practice for Significantly Improved Data Findings (Sustained)

Differentiated Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?

Neutral Data Findings	The 2018-2019 School Climate Survey results (on PowerBI) indicated 90% of students agreed with the statement: "My teachers let me know how I'm doing on my schoolwork". The 2019-2020 School Climate Survey results (on PowerBI) indicated 92% of students agreed with the statement: "My teachers let me know how I'm doing on my schoolwork". This is only a 2 percentage point difference.	Eighty-six percent of our students come from families of lower socioeconomic status and fifty-three percent of our students are in the Exceptional Student Education program. This data is significant because we believe teacher feedback is essential to motivate and build confidence in our students to support their continual progress.	Corrective Feedback for Students Accountable Talk Effective Questioning/Response Techniques
	The 2018-2019 School Climate Survey results (on PowerBI) indicate 93% of students agreed with the statement: "My teachers know a lot about the subjects they teach". The 2019-2020 School Climate Survey results (on PowerBI) indicate 92% of students agreed with the statement: "My teachers know a lot about the subjects they teach". This is only a 1 percentage point difference.	Our school provides continual professional development for our teachers. Teaching assignments are given based on strengths in subject matter or area of expertise. This data is significant because it highlights that our students recognize that their teachers are well-prepared for the subject matter they teach.	Job-embedded Professional Development Standards-Aligned Instruction Gradual Release of Responsibilities Model (GRRM)
	2018-2019 i-Ready Reading AP2 data results indicated 45% of students school-wide were proficient in January 2019. The 2019-2020 i-Ready Reading AP2 data results indicated 43% of students school-wide were proficient in January 2020. This is only a two percentage point difference.	Our teachers provide differentiated instruction and intervention to bridge learning gaps. This data is significant because it shows that we have been consistent in providing students with the strategies they need.	Corrective Feedback for Students Standards-Aligned Instruction Differentiated Instruction

Essential Practice for Neutral Data Findings (Secondary)

Corrective Feedback for Students

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	The 2018-2019 School Climate Survey results (on PowerBI) indicated 74% of teachers agreed with the statement: "I feel teacher evaluations are used to improve teacher performance". The 2019-2020 School Climate Survey results (on PowerBI) indicated 71% of teachers agreed with the statement: "I feel teacher evaluations are used to improve teacher performance". This is a 3 percentage point decrease.	We recognize that feedback is an important part of the teacher evaluation process. This data is significant because it shows that administration needs to focus more on providing feedback to teachers.	Peer Observations Accountable Talk Differentiated Instruction
	The 2018-2019 Staff Absences data (on PowerBI) indicated 35% of staff had equal to or	Teachers need to be in attendance to ensure students	other

	<p>more than 10 1/2 absences. The 2017-2018 Staff Absences data (on PowerBI) indicated 24% of staff had equal to or more than 10 1/2 absences. The 2019-2020 Staff Absences data (on PowerBI) indicated 46% of staff had equal to or more than 10 1/2 absences. This is a 22 percentage point increase over three years.</p>	<p>are provided with the highest quality education. This data is significant because it shows the need for teacher attendance to be addressed in order for our students to be consistently engaged in learning.</p>	<p>Staff Attendance Student Engagement Effective Curriculum and Resource Utilization</p>
	<p>2018-2019 i-Ready AP2 Math data indicated 44% of students were "proficient" in January 2019. The 2018-2019 i-Ready AP2 Math data indicated 36% of students were "proficient" in January 2020. This is a 8 percentage point decrease.</p>	<p>We use data to monitor our students' progress. This data is significant because it shows that more differentiated learning, intervention and small group instruction needs to focus on deficits in mathematics.</p>	<p>Student Engagement Differentiated Instruction Standards-Aligned Instruction</p>

Essential Practice for Significantly Decreased Data Findings (Primary)

Student Engagement

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

Promoting Growth Mindset

Primary Essential Practice

Empower Teachers And Staff

Secondary Essential Practice

Family Engagement

ACADEMIC PROGRAMS

Sustained Essential Practice

Differentiated Instruction

Primary Essential Practice

Student Engagement

Secondary Essential Practice

Corrective Feedback for Students

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.

The School Leadership Team currently views their stance on commitment to students as a collaborative effort that promotes positive and transformative decisions. We support initiatives that have the potential to benefit students while setting high expectations for success.

As evidenced by:

This commitment is evidenced by the unbiased approach to teaching students regardless of ethnicity or background and believing in their ability to learn regardless of barriers. The SLT will make student-centered decisions and review policies that put students' needs at the forefront of goal setting.

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

We will use this stance in our SIP to ensure that our vision is aligned, our growth mindset is promoted, and established practices are in the best interest of the students' learning; pushing them to achieve their fullest potential.

Competency 2: Focusing on Sustainable Results

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

The school leadership team is focused on the pursuit of sustainable and measurable results. We are continuously looking for methods and habits to foster, to ensure that the results achieved are sustainable.

As evidenced by:

This is evidenced by a variety of practices the SLP takes to minimize risk and secure the success of our students not only academically, but socially and emotionally. Progress is monitored regularly through data chats. Inclusive practices are incorporated to guide us in assisting our students in achieving desired results while minimizing risks.

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

The school will strive to meet the goals set forth in the SIP. The SIP stipulates that we will use rigorous instruction that engages our students throughout the grade levels to ensure that all of our students' needs are being met. The fidelity of this commitment removes risks, closing learning gaps in the students' understanding.

Competency 3: Developing Others

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

The School Leadership Team currently develops others by adapting their approach to affect the actions of others. The expression of positive expectations allows for the rest of the staff to work in a positive environment where the teachers can express themselves.

As evidenced by:

This positive environment is evidenced through the response on the teacher's survey, where they feel that school personnel work together as a team. The principal and the rest of the SLT allows for positive and negative feedback to improve the school culture.

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

The SIP outlines the positive growth mindset that we want to instill in our school community this school year. This shared school vision will help the school reach a new level of positive school culture. Select training and work assignments will be given to build others' capabilities and to allow others to learn from their successes. Staff members will be called upon to share their expertise with others, as well as lead school-wide initiatives.

Competency 4: Engages the Team

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

The School Leadership Team aligns their effort towards clear goals to engage their team. This makes the engagement of the staff much more precise and goal-driven. By depicting these clear goals, the staff is completely aware of the expectations they are to meet.

As evidenced by:

This is evidenced by the many opportunities that the staff is given to perform. The SLT also obtains multiple resources to disseminate to the staff and provides professional growth opportunities to promote a growth mindset in order for them to more effectively reach their professional goals.

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

The SIP outlines how the team will promote a growth mindset. We as an SLT will give the teachers extended learning opportunities, as well as mentoring and supplemental materials to help them meet their goals.

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

Promoting Growth Mindset

Priority Actions for the Sustained Essential Practice

Faculty and staff will be provided with multiple opportunities for professional growth and development throughout the year. This will incorporate the use of new technological platforms to utilize during distance learning.

Primary Essential Practice

Empower Teachers And Staff

Priority Actions for the Primary Essential Practice

School leadership roles will be supported by administration. Faculty members will be encouraged to serve on committees to examine new and effective methods of instruction.

Secondary Essential Practice

Family Engagement

Priority Actions to Enhance the Secondary Essential Practice

Faculty and staff will participate in establishing multiple modes of communication with parents.

ACADEMIC PROGRAMS

Sustained Essential Practice

Differentiated Instruction

Priority Actions for the Sustained Essential Practice

Teachers will consistently review data to design effective differentiated instructional groups based on needs. Students needs will be met through small group instruction. Special area teachers and interventionists will assist classroom teachers.

Primary Essential Practice

Student Engagement

Priority Actions for the Primary Essential Practice

Teachers will collaborate to design lessons that actively engage students. Common planning time will be used to share ideas and develop plans.

Secondary Essential Practice

Corrective Feedback for Students

Priority Actions to Enhance the Secondary Essential Practice

Teachers will collaborate to discuss and plan effective methods for providing corrective feedback to students.

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 our Sustained Essential Practice of promoting growth mindset, faculty and staff will embrace professional development and seek opportunities throughout the school year as evidenced by My Learning Plan registrations. If we successfully implement our Primary Essential Practice of empowering teachers and staff, then teachers and staff will participate in committee meetings and the lead the planning of school initiatives and activities throughout the school year as evidenced by agendas, sign-in sheets and event planning sheets. If we successfully implement our Secondary Essential Practice of family engagement, then teachers will incorporate multiple methods of communicating and involving families in activities throughout the school year as evidenced by communication logs and agendas.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement our Sustained Essential Practice of differentiated instruction, then students' needs will be met as evidenced by i-Ready assessment data monitoring. If we successfully implement our Primary Essential Practice of student engagement, then active engagement will be viewed during class walk-throughs and observations. If we successfully implement our Secondary Essential Practice of corrective feedback for students, then students will be consistently informed of their progress as evidenced by comments on assignments, data chats and teacher/student conference logs.

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 <i>What topic will be shared?</i>	Process Description	Activity Lead
(08/20/20) AM-PM	<ul style="list-style-type: none"> • <i>Data and Systems Review Summary</i> • <i>School Leadership Core Competency Course Reflections</i> • <i>Sustained Essential Practice</i> • <i>Primary & Secondary Essential Practice Selections</i> • <i>Priority Actions</i> • <i>Outcome Statements</i> 	What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
08/19/20 9:00 a.m.-10:30 a.m.	Data and Systems Review Summary, School Leadership Core Competency Course Reflections	Ms. Baldessari and Ms. Rogers will share the Data and Systems Review Summary using the School Improvement Plan Document and Core Competency Course Reflections through Zoom..	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal
08/19/20 10:30 a.m.-12:00 p.m.	Sustained Essential Practice and Primary and Secondary Essential Practice Selections	Ms. Baldessari and Ms. Rogers will share Sustained Essential Practice and Primary and Secondary Essential Practice Selections. Faculty and Staff will discuss actions with colleagues and offer ideas.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal
08/19/20 1:00 p.m.-3:00 p.m.	Priority Actions and Outcome Statements	Faculty and Staff will discuss actions needed to ensure the outcome statements are met by the end of the school year. Faculty and Staff will share with the group and ideas will be recorded.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal
08/27/20 9:00 a.m.-10:00 a.m.	Family Engagement-Effective Family Communication Strategies	Teachers and Staff will view a webinar then breakout in groups to share best practices.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal

08/27/20 10:00 a.m.- 11:30 a.m.	Growth Mindset- Fostering Resilient Learners, Accountable Talk, Effective Questioning Strategies	Ms. Baldessari will share information with teachers and staff through Zoom presentation.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal
08/27/20 12:30 p.m. -3:00 p.m.	Growth Mindset- Fostering Resilient Learners, Accountable Talk, Effective Questioning Strategies	Faculty and Staff will attend breakout sessions to brainstorm and plan how each can be used during distance learning and in the schoolhouse model.	Marybel Baldessari, Principal Marsha Rogers, Assistant Principal