

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

0461 - Brentwood Elementary School

Principal (Last Name, First Name)

Robinson, Tamika R.

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

Homidas, Dr. Solomon

MTSS Coordinator (Last Name, First Name)

Robinson, Tamika R.

Demographic Overview

Brentwood Elementary School is situated on 14.65 acres of land in the beautiful city of Miami Gardens. Erected in 1974, Brentwood services nearly 500 families in the community. To date, Brentwood is the largest Elementary School in the Miami Carol City Feeder Pattern with an enrollment of 463 students; 98% of the students attending Brentwood Elementary qualify for free or reduced lunch; 17% of the student population is Hispanic and report Spanish as their primary language; 23% of students are Haitian-Creole; and 37% of students are Island-Pacifier.

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

At Brentwood Elementary School, we strive to provide the highest quality education to ensure every student experiences both academic and life-lessons in a nurturing environment where all stakeholders strive to exceed academic and professional expectations to empower students to lead productive and fulfilling lives as life-long learners and responsible citizens.

b. Provide the School's Vision Statement

Brentwood Elementary School is committed to educational excellence and acceleration for all stakeholders where we exceed standards and expectations; breaking down all barriers to learning day-by-day and child-by-child.

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.**

Brentwood is nestled in the heart of Miami-Gardens and is known for producing top scholars in its community. Students enrolled at our school benefit from Foreign Language course offerings, rigorous ELA, Math, and Science instruction, a full-service clinic, Learn-to-Swim program, and multiple before and after-school extra-curricular activities.

Are you a Title I School?

yes

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

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

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

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

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

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

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

Phase I includes:

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

Phase I

Data Analysis

Analyze - Reflect - Identify

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

July 15 - August 14, 2020

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses will assist schools in developing and implementing the School's Improvement

Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

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

Phase I will conclude with each school:

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

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

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

Data and Systems Review

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

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

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

3. *Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled “Rationale for Selection of Data” for School Culture and Academic Programs.*

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

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

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the 2019-2020 Data Map for School Culture, 79% of the teachers either agreed or strongly agreed that students were deficient in basic academic skills compared to 96% in the 2018-2019 school year. This shows a 17 percentage point difference.	As a result of the 2019-2020 Data Map for School Culture, more teachers believe students are prepared with basic academic skills.	Rewards/Incentives Mindfulness Digital Citizenship
	According to the 2019-2020 School Climate Survey, 66% of teachers stated following a professional development opportunity, they were provided support/resources to implement the newly learned strategy compared to the 2018-2019 school year findings which was 54%. This was a 12 percentage point difference.	Data reflects alignment of support/resources for teachers to implement standards-based instruction.	Empower Teachers And Staff
	When we compared the 2018-2019 School Culture - SIP Survey data, we found that 74% of the teachers felt that collaboration takes place among department/grade level members to improve student outcome. The 2019-2020 Climate Survey data indicated that found that 80% of the teachers felt that collaboration takes place among department/grade level members to improve student outcome. This is a 6 percentage point increase.	As a result of the 2019-2020 Climate Survey data Map for School Culture, more teachers believe that collaboration is essential for student success and improved student outcome.	Empower Teachers And Staff Collaborative Spaces

Essential Practice for Significantly Improved Data Findings (Sustained)

Effective Use of School and District Support Personnel

Data Rating	Data Findings & Area	Rationale for Selection of Data	Connected Essential Practices
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	Be specific in defining each data element below.	Why was this data finding selected as being most impactful?	Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the 2019-2020 Data Map for School Culture, 67% of the entire student body were absent 0 to 10 days compared to 69% in the 2018-2019 school year. This shows a 2 percentage point difference.	Excessive student absences impact learning and academic achievement.	Attendance Initiatives Celebrate Successes Rewards/Incentives
	According to the 2019-2020 School Climate Survey, 74% of all students agreed or strongly agreed that my teachers make learning fun and interesting compared to the 2018-2019 school year findings which was 75%. This was a 1 percentage points difference.	When teachers make learning fun and interesting, there is an increase in student engagement, comprehension, and proficiency.	Rewards/Incentives Celebrate Successes
	According to the 2019-2020 School Climate Survey, 83% of all students agreed or strongly agreed that my teachers give me meaningful home learning compared to the 2018-2019 school year findings which was 86%. This was a 3 percentage points difference.	When home learning is meaningful, students have a greater opportunity of making connections and mastering content.	Digital Citizenship

Essential Practice for Neutral Data Findings (Secondary)

Attendance Initiatives

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2018-2019 School Climate Survey data, 48% of teachers agreed or strongly agreed that there were insufficient resources provided to the school (funds, books, etc.). The 2019-2020 School Climate Survey data indicates that 71% of teachers agreed or strongly agreed that there were insufficient resources provided to the school (funds, books, etc.). This is a 23 percentage point decrease.	In order to provide effective instruction, adequate resources are needed.	Collaborative Spaces Communicate With Stakeholders
	According to the 2018-2019 School Climate Survey data, 71% of teachers agreed or strongly agreed that the school building is kept clean and in good condition. The 2019-2020 School Climate Survey data indicates that 60% of teachers agreed or strongly agreed that the school building is kept clean and in good condition. This is a 11 percentage point decrease.	Classrooms should be clean, welcoming, inviting, and conducive to learning. During this time of the Covid-19, it is essential that the entire school is kept clean.	Consistent Protocols to Maintain a Healthy and Safe School Environment

			Consistent Protocols to Maintain a Clean and Welcoming School Environment
	As a result of the 2018-2019 School Climate Survey data, 95% of teachers agreed or strongly agreed that school personnel work together as a team. The 2019-2020 School Climate Survey data reveals that 67% of teachers agreed or strongly agreed that school personnel work together as a team. This is a 28 percentage point decrease.	In order to obtain school goals and develop leaders, it is necessary to build capacity among the staff.	Team Building Activities Empower Teachers And Staff

Essential Practice for Significantly Decreased Data Findings (Primary)

Consistent Protocols to Maintain a Healthy and Safe School Environment

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the 2019-2020 ELA i-Ready Diagnostic Intervention Screener, Tier 1 Kindergarten through Fifth Grade data reflected 20% proficiency on AP1, compared to 39% proficiency on AP2. This is a 19 percentage point increase.	ELA was impactful because there was an increase in proficiency across all grade levels from AP1 to AP2.	Academic Vocabulary Instruction Collaborative Data Chats Data-Driven Decision Making
	According to the 2019-2020 Math i-Ready Diagnostic Intervention Screener, Tier 1 Kindergarten through Fifth Grade data reflected 12% proficiency on AP1 compared to 37% proficiency on AP2. This is a 25 percentage point increase.	Math was impactful because there was an increase in proficiency across all grade levels from AP1 to AP2.	Differentiated Instruction Effective Curriculum and Resource Utilization Checks for Understanding
	When we compared the AP2 i-Ready Diagnostic Intervention Screener, Tier 1 Third Grade ELA proficiency increased from 40% in the 2018-2019	Third Grade ELA proficiency shows that students have sustained and increased skills	Differentiated Instruction

	school year to 48% in 2019-2020. This is a 8 percentage point increase.	needed to be successful in meeting grade level expectations.	Collaborative Data Chats Data-Driven Decision Making
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Essential Practice for Significantly Improved Data Findings (Sustained)

Data-Driven Decision Making

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the 2019-2020 AP2 i-Ready Diagnostic Intervention Screener, Kindergarten ELA proficiency increased to 53% when compared to the 2018-2019 AP2 i-Ready Diagnostic Intervention Screener which was 48%. This is a 5 percentage point increase.	Kindergarten ELA proficiency demonstrated a slight increase of 5 percentage points which shows that students have the pre-requisite skills needed to be successful in first grade. Kindergarten is expected to progress to ensure sustainable results.	Academic Vocabulary Instruction Collaborative Data Chats Data-Driven Decision Making
	According to the 2019-2020 AP2 i-Ready Math Diagnostic Intervention Screener, Fourth Grade proficiency decreased to 59% when compared to the 2018-2019 AP2 i-Ready Diagnostic Intervention Screener which was 60%. This is a 1 percentage point decrease.	Fourth Grade maintained the highest proficiency levels for two consecutive years. Proficiency is a key component to promoting continuous growth in Math.	Checks for Understanding Corrective Feedback for Students Gradual Release of Responsibilities Model (GRRM)
	As a result of the 2019-2020 AP2 i-Ready ELA and Math Diagnostic Intervention Screeners, First Grade ELA proficiency increased to 31% when compared to the 2018-2019 AP2 i-Ready Diagnostic Intervention Screener which was 27%. In Math, proficiency increased to 34% when compared to 30%. This is a 4 percentage point increase in both subjects.	First Grade ELA and Math proficiency demonstrated a slight increase of 4 percentage points which shows that students acquired skills needed to meet grade level expectations.	Gradual Release of Responsibilities Model (GRRM) Differentiated Instruction Student-Centered Learning

Essential Practice for Neutral Data Findings (Secondary)

Gradual Release of Responsibilities Model (GRRM)

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2019-2020 Math i-Ready Diagnostic Intervention Screener, Kindergarten through Fifth Grade data reflected 37% proficiency on AP2 compared to 47% proficiency on the 2018-2019 Diagnostic Intervention Screener for AP2. This is a 10 percentage point decrease.	School-wide proficiency in Math demonstrated a significant decrease of 10 percentage points which show that students will need remediation in standards/skills to close the achievement gap.	Differentiated Instruction Data-Driven Instruction Instructional Support/Coaching
	According to the 2019-2020 AP2 i-Ready Diagnostic Intervention Screener, Fifth Grade ELA proficiency decreased to 35% when compared to the 2018-2019 AP2 i-Ready Diagnostic Intervention Screener which was 47%. This is a 12 percentage point decrease.	Fifth Grade ELA proficiency shows that students have decreased skills needed to be successful in meeting grade level standards.	Differentiated Instruction Effective Curriculum and Resource Utilization Corrective Feedback for Students
	According to the 2019-2020 AP2 i-Ready Diagnostic Intervention Screener, Kindergarten Math proficiency decreased to 30% when compared to the 2018-2019 AP2 i-Ready Diagnostic Intervention Screener which was 49%. This is a 19 percentage point decrease.	Kindergarten Math proficiency shows that students have decreased pre-requisite skills needed to successfully master grade level standards.	Hands-on Learning Differentiated Instruction Corrective Feedback for Students

Essential Practice for Significantly Decreased Data Findings (Primary)

Differentiated Instruction

ESSENTIAL PRACTICES REVIEW

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

Sustained Essential Practice

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

Primary Essential Practice

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

Secondary Essential Practice

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

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

SCHOOL CULTURE

Sustained Essential Practice

Effective Use of School and District Support Personnel

Primary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

Secondary Essential Practice

Attendance Initiatives

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Decision Making

Primary Essential Practice

Differentiated Instruction

Secondary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

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.

As a Leadership Team, we are committed to providing all students at Brentwood Elementary School with opportunities for success. We recognize the need to ensure teachers are utilizing effective instructional strategies to close the achievement gap. This support will be accomplished through a continuous improvement process that involves teachers utilizing best practices as well as having an in-depth analysis of student data. Action steps are then implemented to meet the specific needs of all learners. In light of our current virtual existence, the School Leadership Team will ensure that teachers are trained on various topics that hold a high commitment to students and innovative instructional programs.

As evidenced by:

2019-2020 Data Map, Student Performance Data, Attendance Data, Teacher Climate Surveys and needs assessments

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

The School Leadership Team will continue to provide support to faculty members to deliver explicit instruction through weekly collaborative planning sessions as well as coaching cycles. Teachers will receive assistance with the Innovative Instructional Program to ensure that they are utilizing appropriate resources to effectively meet the needs of all learners. Teachers will also receive information needed to support and develop instructional goals based on students needs as evidenced by data.

Competency 2: Focusing on Sustainable Results

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

The School Leadership Team's current reality regarding sustainable results is that i-Ready ELA and Math AP2 proficiency scores in K-5 have decreased.

As evidenced by:

Our School Leadership Team met and disaggregated the 2019-2020 i-Ready Student Performance AP2 data. This was done in an effort to provide various avenues that will subsequently increase proficiency in K-5 ELA

and Math. Administration will provide monthly feedback to all teachers to encourage academic success for each student. Coaches will ensure all teachers are provided with weekly support based on individual goals and needs and selected teachers will participate in a coaching cycle.

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

The School Leadership Team will continue to provide professional development to support instructional staff with analyzing data to drive their classroom instruction. Additionally, the team will continue to monitor the implementation of D.I. and Intervention to ensure explicit instruction is taking place and the appropriate resources are being utilized to support the needs of the L25 and all learners. Monitoring of all instruction will take place during weekly walkthroughs. Moreover, instructional coaches will provide in-class support to teachers through coaching cycles.

Competency 3: Developing Others

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

The School Leadership Team promotes teacher collaboration within the grade levels. Teachers are supported and rapport is enhanced by building a culture of mutual respect and collaboration. This is done through team building exercises, book studies, providing incentives and opportunities for sharing of best practices and taking part in school's initiatives.

As evidenced by:

Administrative Walkthroughs and Feedback

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

All stakeholders (students, parents, staff, and business partners) will be informed through monthly EESAC Meetings, PA Announcements, Parent/Student handbooks, and letters. The Leadership Team will also focus on providing feedback through open discussions and positive motivation. The monitoring and support will take place on a monthly basis. The Leadership Team will meet weekly to discuss information being transmitted.

Competency 4: Engages the Team

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

As a School Leadership team, we recognize that when teachers have a voice to share their ideas and to assist with the development of school policies, it increases buy-in and the attainment of goals that have been established.

As evidenced by:

Leadership Team Meeting Agendas and Sign-In Sheets

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

Our team will continue to engage teacher leaders in the improvement process to provide input based on the needs of staff and students. Also, when considering the professional development of staff, teacher leaders will identify researched-based professional development opportunities based on a needs assessment survey.

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

Effective Use of School and District Support Personnel

Priority Actions for the Sustained Essential Practice

The Leadership Team will support teachers in through professional development and training opportunities.

Primary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

Priority Actions for the Primary Essential Practice

The Leadership Team will monitor the cleanliness of the school building during walkthroughs.

Secondary Essential Practice

Attendance Initiatives

Priority Actions to Enhance the Secondary Essential Practice

Administration will closely monitor attendance and recognize individuals that meet preset expectations for goal attainment.

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Decision Making

Priority Actions for the Sustained Essential Practice

DI will be implemented across subject areas.

Primary Essential Practice

Differentiated Instruction

Priority Actions for the Primary Essential Practice

Teachers will plan with the end in mind and use data to drive their instruction.

Secondary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

Priority Actions to Enhance the Secondary Essential Practice

Teachers will be supported by instructional coaches with making academic decisions that will enable their students to make continuous growth.

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 essential practices of Consistent Protocols to Maintain a Healthy and Safe School Environment, Attendance Initiatives, and Effective Use of School/District Personnel, then students and staff will engage in a safe and conducive learning environment.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement the essential practices of Differentiated Instruction, Data-Driven Decision-Making, and Gradual Release of Responsibilities Model (GRRM), then grades K-5 ELA and Math proficiency will continue to increase.

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	Team Building	Teachers will work collaboratively	Tamika R. Robinson, Principal Dr. Solomon

8:35 am-9:05 am		in teams to accomplish given task.	Homidas, Assistant Principal
08/19/20 9:05 am-10:05 am	School Improvement Process	The synergy team will present the school-wide data.	Dr. Solomon Homidas, Assistant Principal Ms. Charlene Curry, Math Coach Ms. Nneka Stepney, Reading Coach Ms. Nakesheae Byrd, Kindergarten Teacher Ms. Paulette Coleman, PreKindergarten Teacher
08/19/20 10:05 am-12:05 pm	Innovation in Technology (Breakout Sessions)	Teachers will learn strategies on how to effectively incorporate technology during whole and differentiated instruction that engage students to increase achievement.	Ms. Nakesheae Byrd, Kindergarten Teacher Ms. Charlene Curry, Math Coach
08/19/20 1:05 pm - 2:05 pm	K-2 Meet with ELA 3-5 Meet with Math	ELA i-Ready updates and Math B.E.S.T. Practices will be shared	Ms. Nneka Stepney, Reading Coach Ms. Charlene Curry, Math Coach
08/19/20 2:05 pm - 3:05 pm	N/A	ELA i-Ready updates and Math B.E.S.T. Practices will be shared	Ms. Nneka Stepney, Reading Coach Ms. Charlene Curry, Math Coach
N/A	N/A	N/A	N/A

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) 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 essential practices of Consistent Protocols to Maintain a Healthy and Safe School Environment, Attendance Initiatives, and Effective Use of School/District Personnel, then students and staff will engage in a safe and conducive learning environment.

Sustained Essential Practice

Effective Use of School and District Support Personnel

Priority Actions for the Sustained Essential Practice

The Leadership Team will support teachers in through professional development and training opportunities.

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?)
Start: Mon, Aug 31 End: Fri, Oct 16	During monthly staff meetings, the Leadership Team will conduct an on-going series of professional developments of "how-to's" to assist faculty with navigating and transitioning within an innovative instructional program.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal Ms. N. Stepney, Reading Coach Ms. C. Curry, Math Coach Dr. H. Smith-Carelli, Counselor	As a result of the Leadership Team providing continuous professional development on the innovative instructional program, staff members will demonstrate effective use of the resources provided.	Ms. Robinson, Principal and Dr. Homidas, Assistant Principal will conduct weekly virtual walkthroughs to monitor effective use of the resources provided.
Start: Mon, Aug 31 End: Fri, Oct 16	The Leadership Team will ensure teachers receive professional development through weekly collaborative planning sessions with Instructional Coaches.	Ms. N. Stepney, Reading Coach Ms. C. Curry, Math Coach	As a result of attending collaborative planning sessions, the teachers will be empowered and equipped to navigate the innovative instructional program.	Ms. Robinson, Principal and Dr. Homidas, Assistant Principal will send out surveys to engage teachers' responses.
Start: Mon, Aug 31 End: Fri, Oct 16	During the monthly staff meetings, teachers will share best practices that will assist teachers in fine-tuning educational practices that promote student achievement.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal Ms. N. Stepney, Reading Coach Ms. C. Curry, Math Coach Dr. H. Smith-Carelli, Counselor	As a result of teachers sharing best practices during staff meetings, teachers will demonstrate effective knowledge and use of the resources provided.	Ms. Robinson, Principal and Dr. Homidas, Assistant Principal will conduct virtual weekly walkthroughs to identify the implementation of best practices shared.
Start: Mon, Aug 31 End: Fri, Oct 16	During collaborative planning sessions, the coaches will provide training and videos on best classroom practices that are being used to improve students' achievement.	Ms. N. Stepney, Reading Coach Ms. C. Curry, Math Coach	As a result of attending collaborative planning sessions, the teachers will be able to access videos and how to guides through OneDrive and My Collaboration.	Ms. Robinson, Principal and Dr. Homidas, Assistant Principal will access the OneDrive and My Collaboration sites.

Primary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

Priority Actions for the Primary Essential Practice

The Leadership Team will monitor the cleanliness of the school building during walkthroughs.

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?)
Start: Mon, Aug 31 End: Fri, Oct 16	Teachers will train the students on proper procedures for hand washing.	Homeroom Teachers	Adhering to CDC guidelines, all teachers will have a hand washing schedule.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal will be provided with copies of the schedules.
Start: Mon, Aug 31 End: Fri, Oct 16	Ensure that the teachers are trained on proper procedures for maintaining a hygienic and safe environment.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal	A Training Agenda will serve as evidence..	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal will monitor this process to confirm cleanliness protocols are followed.
Start: Mon, Aug 31 End: Fri, Oct 16	Custodians will routinely clean utilized areas such as restrooms and classrooms. They will also sanitize light switches, door knobs, hand rails, and table tops.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal	Custodians will have a cleaning log to document areas sanitized.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal will monitor the cleanliness of the building through informal walkthroughs and teacher feedback.
Start: Mon, Aug 31 End: Fri, Oct 16	Students will be trained to maintain Social Distancing throughout the school.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal	Nonessential furniture will be removed from the classrooms, and student desks will be spread out six feet apart.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal will monitor each classroom.

Secondary Essential Practice

Attendance Initiatives

Priority Actions for the Secondary Essential Practice

Administration will closely monitor attendance and recognize individuals that meet preset expectations for goal attainment.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring (How and Who?)
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		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	
Start: Mon, Aug 31 End: Fri, Oct 16	Attendance reports will be pulled daily to verify students' attendance during online learning.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal	Daily Attendance Reports will serve as evidence.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal will ensure reports are pulled on a daily basis.
Start: Mon, Aug 31 End: Fri, Oct 16	After the attendance bulletin is printed, parents of absent student(s) will receive a phone call from an office staff member. If contact is not made a notification will be sent via School Messenger.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal	Parental communication logs will serve as evidence.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal will monitor parental communication logs.
Start: Mon, Aug 31 End: Fri, Oct 16	The names of classes with perfect attendance will be announced on the morning announcements on a weekly basis utilizing the innovative instructional program through video.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal	Weekly class attendance reports will verify attendance.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal will monitor weekly class attendance reports.
Start: Mon, Aug 31 End: Fri, Oct 16	At the end of each quarter, administration will recognize students over the morning announcement.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal	The evidence will be the quarterly attendance reports for perfect attendance.	Ms. T. Robinson, Principal Dr. S. Homidas, Assistant Principal monitor this process to ensure it is effectively implemented.

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

Academic Programs Outcome Statement

If we successfully implement the essential practices of Differentiated Instruction, Data-Driven Decision-Making, and Gradual Release of Responsibilities Model (GRRM), then grades K-5 ELA and Math proficiency will continue to increase.

Sustained Essential Practice

Data-Driven Decision Making

Priority Actions for the Sustained Essential Practice

DI will be implemented across subject areas.

Implementation	Implementation Steps		Expected Evidence	Monitoring
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Date(s)		Person(s) Responsible (First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
Start: Mon, Aug 31 End: Fri, Sept 11	Teachers will desegregate students' data to identify their academic levels.	Classroom Teachers	Students iReady Data and Instructional Groups through the innovative instructional program will serve as evidence.	Ms. Tamika R. Robinson and Dr. Solomon Homidas will monitor this process by attending the collaborative planning session.
Start: Mon, Sept 14 End: Fri, Sept 25	Teachers will conduct individual data chats with students to review progress and areas of concern.	Classroom Teachers	Teachers will utilize a Student Data Chat Document that they will fill out during their virtual meetings with students.	Ms. Tamika R. Robinson and Dr. Solomon Homidas will receive a copy of completed data chat document.
Start: Mon, Aug 31 End: Fri, Sept 25	The instructional coaches will assist teachers in grouping students based on their academic data.	Nneka Stepney, Reading Coach Charlene Curry, Math Coach	The evidence will be Collaborative Planning Agendas with Zoom chat box teacher sign-in.	Ms. Tamika R. Robinson and Dr. Solomon Homidas will monitor collaborative planning sessions.
Start: Mon, Aug 31 End: Fri, Oct 16	Instructional coaches will assist teachers with planning and selecting resources to support students instructional academic needs as well as students with disabilities.	Nneka Stepney, Reading Coach Charlene Curry Math Coach	Collaborative Planning Agendas and groups created via the innovative instructional program will serve as evidence.	Ms. Tamika R. Robinson and Dr. Solomon Homidas will verify resources in DI folders.

Primary Essential Practice

Differentiated Instruction

Priority Actions for the Primary Essential Practice

Teachers will plan with the end in mind and use data to drive their instruction.

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?)
Start: Mon, Aug 31	Instructional Coaches will review data from assessments	Nneka Stepney,	The evidence will be Collaborative	Ms. Tamika R. Robinson and Dr.

End: Fri, Sept 11	with teachers during collaborative planning sessions.	Reading Coach Charlene Curry Math Coach	Planning Agendas with Zoom chat box teacher sign-in.	Solomon Homidas will monitor collaborative planning sessions.
Start: Mon, Aug 31 End: Fri, Oct 16	Item Specs will be utilized during collaborative planning sessions to assist teachers in aligning their lessons to target assessment needs.	Nneka Stepney, Reading Coach Charlene Curry Math Coach	Collaborative Planning Agendas with Zoom chat box teacher sign-in will be available as evidence.	Ms. Tamika R. Robinson and Dr. Solomon Homidas will monitor collaborative planning sessions.
Start: Mon, Aug 31 End: Fri, Oct 16	Instructional coaches will support teachers with the utilization and implementation of innovative instructional programs.	Nneka Stepney, Reading Coach Charlene Curry Math Coach	Coaches will be required to have Collaborative Planning Agendas with Zoom chat box teacher sign-in.	Ms. Tamika R. Robinson and Dr. Solomon Homidas will monitor coaches calendar and conduct walkthroughs.
Start: Mon, Aug 31 End: Fri, Oct 16	Instructional coaches will conduct coaching cycles and support teachers with identifying resources to implement data-driven instruction virtually.	Nneka Stepney, Reading Coach Charlene Curry Math Coach	Coaching Cycles and Coaches Calendars will serve as evidence.	Ms. Tamika R. Robinson and Dr. Solomon Homidas will monitor coaching cycles and calendars.

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).

Students with Disabilities

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

These groups of students will be supported through differentiated instruction as well as intervention. Data will be monitored to ensure that students are receiving instruction based on their academic needs. Their learning path will also be adjusted on an as needed basis to support continuous growth.

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

Gradual Release of Responsibilities Model (GRRM)

Priority Actions for the Secondary Essential Practice

Teachers will be supported by instructional coaches with making academic decisions that will enable their students to make continuous growth.

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?)
Start: Mon, Aug 31 End: Wed, Sept 30	K-5 teachers will be provided with a 1 hour virtual interactive training by ELA and Math coaches on the effective utilization of the gradual release of responsibility model. Trainings will be departmentalized.	Nneka Stepney, Reading Coach Charlene Curry Math Coach	Evidence will be Training Agendas with Zoom chat box teacher sign-in.	Ms. Tamika R. Robinson and Dr. Solomon Homidas will attend the virtual training.
Start: Mon, Aug 31 End: Fri, Oct 16	Weekly collaborative planning will be held with teachers by instructional coaches.	Nneka Stepney, Reading Coach Charlene Curry Math Coach	Collaborative Planning Agendas with Zoom chat box teacher sign-in will be available as evidence.	Ms. Tamika R. Robinson and Dr. Solomon Homidas monitor virtual collaborative planning sessions.
Start: Mon, Aug 31 End: Fri, Oct 16	Ongoing Progress Monitoring will be utilized to track students' academic progress.	Classroom Teacher	Ongoing Progress Monitoring will be monitored using the innovative instructional program grading.	Ms. Tamika R. Robinson and Dr. Solomon Homidas will conduct monitor the gradebook to ensure OPM's are up to date.
Start: Mon, Aug 31 End: Fri, Oct 16	Instructional coaches will provide coaching cycles and support to K-5 teachers on the effective utilization of the gradual release of responsibility model through the Innovative Instructional Program as well as students with disabilities.	Nneka Stepney, Reading Coach Charlene Curry Math Coach	Coaching Cycles and Coaches Calendar will serve as evidence.	Ms. Tamika R. Robinson and Dr. Solomon Homidas will monitor coaches' calendars and coaching cycles.

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