MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

7291- Jose Marti MAST 6-12 Academy

Principal (Last Name, First Name)

Enriquez, Jose

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

Buttacavoli, Sofia

MTSS Coordinator (Last Name, First Name)

Mitchell, Lynette

Demographic Overview

José Martí Mathematics and Science Technology (MAST) 6-12 Academy was originally a boundary school until the fall of 2011. In 2011-2012, Jose Marti Middle school began transitioning from a traditional middle school into an all choice magnet school by initially accepting 6th grade and 9th grade students. The school gradually increased the grades served until we became a whole school magnet from 6-12 grade. Jose Marti Middle School's original demographics were 94.6% Hispanic, 2% White, 1.4% Black and 1% Asian. Now, with the implementation of a full magnet program our demographics are 86% Hispanic, 4% White, 7% Black and 2% Asian, more in line with district demographics, and effectively reducing minority isolation. Also the number of female students, traditionally underrepresented in STEM schools, has increased. Currently our 12th grade class consists of only 30% female students while the more recently recruited 11th and 10th grades classes demonstrate a 12% increase at 42% and 55% respectively. Our demographics mirror our voting districts which consists of 9.

Current School Status

a. Provide the School's Mission Statement

At José Martí MAST 6-12 Academy, the entire school is thematically tied to scientific and mathematical research, methodology, and, most importantly, to the application of the sciences. The mission is to graduate students with a firm and enriched background in the sciences as well as all aspects associated with it.

b. Provide the School's Vision Statement

José Martí MAST 6-12 Academy of Mathematics and Science Technology is to provide students with a challenging curriculum that will expose them to critical thinking, the nature of science, mathematics, computer technology and scientific research throughout their middle and high school years. Students will become seasoned critical thinkers with well thought out goals for their futures.

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.

Jose Marti MAST 6-12 Academy is a STEM Magnet with an innovative curriculum. This 6-12 configuration provides students with a curriculum designed to scaffold knowledge attained over the years. Laboratory and research classes are part of the school day where students conduct "hands-on" experiments. To amplify rigor, students are engaged through a variety of performance tasks that are an integral part of the learning process. Students across Miami-Dade County have the opportunity to learn according to the motto "Where Learning

Means More Doing". In doing so, they will become seasoned critical thinkers with well thought out goals and become productive citizens of society. Jose Marti MAST is a full magnet school which allows all students in Miami-Dade County to have access to attending the school to enhance the students passion for mathematics and Science.

Are you a Title I School?

no

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

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

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

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

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

Phase I includes:

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

Phase I

Data Analysis

Analyze - Reflect - Identify

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

July 15 - August 14, 2020

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of

professional development courses will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

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

Phase I will conclude with each school:

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

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

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

<u>*Data and Systems Review*</u>

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 School Climate Survey feedback staff, 44% of the staff strongly agreed with the statement that evaluation is used to improve teacher performance as compared to the 2018-2019survey where 28% strongly agreed a 16 percent increase.	Success breeds positive outlooks which also impacts academic success.	Shared Leadership
	According to the 2019-2020 School Climate Survey feedback staff, 49% of the student disagreed with that there were too many students in their classes as compared to the 2018-2019 survey where only 35% disagreed a 14% improvement.	Teachers feel supported by way of enabling them an environment to teach effectively.	Staff-Student Connections
	According to the 2019-2020 School Climate Survey feedback staff, 78% of the staff agree with the principal is supportive as compared to the 2018-2019 survey where only 66% agreed, an improvement of 12%.	Teachers are empowered and encouraged to try new things.	Empower Teachers And Staff Communicate With Stakeholders

Essential Practice for Significantly Improved Data Findings (Sustained)

Empower Teachers And Staff

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	According to the 2019-2020 Climate Survey	Teachers are confident that	Empower Teachers

Data Findings	children attending our school receive a good education is agreed by 86% of the staff as compared to 84% in 2018-2019 an increase of 2%.	the students are learning which directly impacts student achievement.	And Staff
	According to the 2019-2020 Climate Survey 15 % of Students strongly agreed with the statement that learning is made fun and interesting as compared to 12% in the 2018-2019 School Climate Survey, an increase of 2%.	Students are enjoying learning which provides ample opportunities for different types of learning.	Celebrate Successes Rewards/Incentives
	In the 2019-2020 Climate Survey the students expressed that teachers are friendly and easy to talk to as evidenced by 66% agreement in 2019-2020 as opposed to 51% agreement in 2018-2019, an increase of 15%.	Mental health issues can be addressed effectively by way of teacher student discourse for early intervention.	Student Voice

Essential Practice for Neutral Data Findings (Secondary)

Celebrate Successes

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2019-2020 School Climate Survey feedback of staff, 36% of the staff agreed with the statement that they frequently feel overwhelmed as opposed to the 19% in the 2018-2019 survey, an increase of 17%.	Teacher well being is essential in order to provide high level academic instruction.	Rewards/Incentives
	The staff feel that the overall Climate is positive and helps students learn is agreed upon by 42% in contrast with the 51% in the 2018-2019 survey, an 11% decrease as shown in the 2019-2020 School Climate survey.	Teachers need to feel comfortable in order to provide students with high quality instruction.	Team Building Activities
	According to students response in the 2019-2020 School Climate Survey, 16% of the adults can help them when they need it as opposed to the 21% in the 2018-2019 survey, a 5 % increase.	With the increase in the anxiety level with students, teachers need to be the first line of defense for identifying students that would benefit from interventions.	Promoting Growth Mindset

Essential Practice for Significantly Decreased Data Findings (Primary)

Team Building Activities

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 FSA Math learning gains of the lowest 25% were 55%, compared to the 2019 Math learning gains of the lowest 25% to 80%. A 25% increase from one year to the next.	We were able to demonstrate an increase in learning gains of the lowest 25% with the increased opportunities to reteach and demonstrate mastery.	Corrective Feedback for Students Goal Oriented Learning
	Students demonstrated a 30 percentage point increase in the proficiency on the US History Exam from 70% in 2018 to 100% in 2019.	The increase in the proficiency is due to a teacher change as well as providing the teacher with additional professional development with respect to the utilization of technology and the tools available through the text to improve results for the school accountability.	other Supplemental Materials
	Students demonstrated a 44.6 percentage point increase in the proficiency on the AP Physics Exam from 42.9% in 2018 to 87.5% in 2019.	The increase in the proficiency is due to providing the teacher with additional technology resources and the tools available through the text as well as other resources to improve results for the school accountability.	Technology Integration

Essential Practice for Significantly Improved Data Findings (Sustained)

Supplemental Materials

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	Overall learning gains in the FSA ELA demonstrated an increase of 2% from 69% in 2018 to 71% in 2019.	This category will have a direct impact in graduation rates and the school's accountability grade.	Data-Driven Instruction
	Based on the 2019 data mapping the overall proficiency in ELA learning gains for the lowest 25% demonstrated a 1% decrease from 75% in 2018 to 74% in 2019.	These fluctuations are very minimal leading us to deem this area as a neutral category.	Collaborative Data Chats
	The Graduation rate remained at 100% in 2020 from the 2018-2019 as evidenced by the graduating class statistics.	This category will have a direct impact in the school's accountability grade.	Ongoing Progress Monitoring

Essential Practice for Neutral Data Findings (Secondary)

Data-Driven 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?
Significantly Decreased Data Findings	There was a decrease of 6 percentage points in the category of Science Achievement from 89% 2018 to 83% in the 2019 school year.	The proficiency rate in Science Achievement proved to be one of the most significant decreases in the accountability components.	Effective Curriculum and Resource Utilization
	There was a significant decrease in the passing rate of 13% for Advanced Placement of Environmental Science from 49.6 % in 2018 to 7.1% in 2019.	The passing rate in this course decreased significantly which can later impact the AP biology scores since students progress to AP biology the following year.	Effective Questioning/Response Techniques
	The area of 6th grade ELA FSA demonstrated a decrease of 10% in the students attaining achievement from 87% in 2018 to 77% in 2019.	The proficiency rate in 6th grade will provide a solid foundation for the subsequent years. Therefore, addressing this decrease will provide for higher numbers of students achieving proficiency in the future.	Corrective Feedback for Students

Essential Practice for Significantly Decreased Data Findings (Primary)

Effective Curriculum and Resource Utilization

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

Empower Teachers And Staff

Primary Essential Practice

Team Building Activities

Secondary Essential Practice

Celebrate Successes

ACADEMIC PROGRAMS

Sustained Essential Practice

Supplemental Materials

Primary Essential Practice

Effective Curriculum and Resource Utilization

Secondary Essential Practice

Data-Driven Instruction

PART TWO

SCHOOL LEADERSHIP CORE COMPETENCIES

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

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

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

Commitment to Students includes certain behaviors such as:

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

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

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

A Focus on Sustainable Results includes certain behaviors such as:

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

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

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

Developing Others includes certain behaviors such as:

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

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

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

Engaging the Team includes certain behaviors such as:

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

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

Competency 1: Commitment to Students

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

At the forefront of all decisions made at the school site is how it will benefit and/or impact the students and their achievement. This will allow for staff to meet the needs of the individual students in order to provide them with instruction that will increase student improvement and achievement. The 2020 self-assessment rendered a competency level of a 4.

As evidenced by:

Our school consistently scores well in standardized tests and based on the climate survey 42% of the students stated that they liked coming to school and 81% of the students felt that they were receiving a good education.

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

The leadership team will include additional PD to address teacher needs on how to implement additional technology and other provide teachers with the option of utilizing supplemental materials.

Competency 2: Focusing on Sustainable Results

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

Teachers are provided a multitude of resources to enhance the classroom instruction. Teachers are given leeway with respect to the infusion of supplemental resources into the curriculum. This enables the teacher and the students to be engaged in a richer experience. The self-assessment rendered a competency level of a 4.

As evidenced by:

The test scores have consistently been high. In order to maintain these scores, teachers have to diversify their instruction to enrich the classroom setting. This will allow students to generate a deeper understanding.

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

The School leadership will continue to empower and encourage teachers to look beyond the classroom to enrich the overall learning atmosphere and experience.

Competency 3: Developing Others

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

The school currently provides teachers with weekly PLC meetings to further amplify the rigor in the classroom by sharing best practices and providing suggestions on how to adapt the current instruction. The school has also provided professional development activities for other schools in order to better prepare their students prior to attending our school. These PD's also heighten the STEM initiatives at those schools that have partnered with the school to further benefit their students and staff. The self-assessment rendered a competency level of a 3.

As evidenced by:

Teachers have infused STEM Based conversations in a more effective and seamless manner as evidenced by the amplified project displays created by students. Partnering schools have improved in their STEM designation ratings as well as grade 5 science scores.

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

The leadership team will review the PD calendar and ensure the the teacher's needs assessment are addressed by providing appropriate workshops.

Competency 4: Engages the Team

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

Currently teachers have a multitude of leadership roles be it academic, athletic or on a social /activities level. The team leaders currently are focused more on the activities portion of the school. This year the team role will be revised to be more academic aspect to further assist students to be successful. Teachers are also involved in the development of their individual curriculum which allows teachers to have a sense of ownership over their curriculum and classroom condition. The self-assessment rendered a competency level of a low 3.

As evidenced by:

Probation lists, increased counselor referrals, increased teacher/parent conferences, Increases in teacher/parent/administration conferences.

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

Team leaders will initiate a group chat through the use of an app such as remind or what's app to have a more confidential and immediately forum for conversations that are student centered on solving the issue that is prevalent with the students.

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

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

Staff will provided access to a multitude of digital platforms as well as an abundance of training opportunities to further investigate and become acquainted with new digital avenues.

Primary Essential Practice

Team Building Activities

Priority Actions for the Primary Essential Practice

In the current pandemic climate, this will prove challenging and yet necessary to maintain the collaborative structures that have been put in place as well as maintain all teachers focused and invigorated about student learning.

Secondary Essential Practice

Celebrate Successes

Priority Actions to Enhance the Secondary Essential Practice

Enhanced communication strategies have been acquired to increase promotion of successes ranging from those at the school level to the staff and the students. The School's website will be adjusted to include these successes and we will continue t advertise and announce these accomplishments on out myriad of social media platforms.

ACADEMIC PROGRAMS

Sustained Essential Practice

Supplemental Materials

Priority Actions for the Sustained Essential Practice

A number of materials will be provided through the newly acquired k12 platform and will be utilized with fidelity by all teachers that have access to these resources.

Primary Essential Practice

Effective Curriculum and Resource Utilization

Priority Actions for the Primary Essential Practice

Additional digital supplements that have proven effective in years prior have been purchased in a digital capacity.

Secondary Essential Practice

Data-Driven Instruction

Priority Actions to Enhance the Secondary Essential Practice

Staff will utilize data during planning sessions, staff will utilize progress monitoring processes in each quarter, staff will conduct data chats with students utilizing digital tools that will be generated in departmental PLC meetings.

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

1. If we successfully implement our sustained practice of empowering teachers, all stakeholders will continue to seek out opportunities to enhance the learning experience. 2. Our primary essential practice of increasing school spirit will be successful if students and staff start posting and contributing to activities at the school via social media presence. 3. If our implementation of social emotional learning initiatives is successful there will be a decrease in referrals for psychological services because their coping skills are improved.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If teachers are provided with professional development that is classroom specific then they will be more inclined to apply the new strategies and techniques being presented. Teachers will also be able to access the teachers in the school that are well versed with the resources within their portals and the available district resources as well as with teacher within the school who are well-versed in specific resources.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

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

The professional development should include a summary of the:

- *Data and Systems Review Summary*
- *School Leadership Core Competency Course Reflections*

- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
  - *Priority Actions*
- *Outcome Statements*
- *Key content and strategies from Synergy courses*

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

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

Opening of School Professional Development Agenda

Opening of School Date (08/20/20) AM-PM	Phase I Topic *What topic will be shared?* - *Data and Systems Review Summary* - *School Leadership Core Competency Course Reflections* - *Sustained Essential Practice* - *Primary & Secondary Essential Practice Selections* - *Priority Actions* - *Outcome Statements*	**Process Description** What process/protocol will be used to share the topic and garner feedback from all stakeholders?	**Activity Lead** Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
8/19/20	Data & Systems review summary	Administration will conduct a zoom meeting to share a power point with the results of the AP Examinations	Sofia Buttacavoli, Assistant Principal
8/19/20	Primary & Secondary Essential Practice	Dept meeting, Best practices on utilization of digital resources as well as online resources through the learning village, portal,and other	Martinnette Thompson, ELA Dept. Chair, Andrew Kearns, Math Dept. chair, Christy Llanes, Science Dept. Chair,Marlena Horgan, Social Studies

		digital resources available from the district.	Dept. Chair, Sofia Buttacavoli, Assistant Principal
8/19/20	Sustained Essential Practice	Introduction and training of teachers as to how to utilize the newly adopted Scoir platform.	Jonathon Milian, CAP Advisor