School Location # -6821

Name of School - ROCKWAY MS
MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)
6821- Rockway Middle School

Principal (Last Name, First Name)
Otero, Josephine

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)
Spicer Shannon, Gina; Mayor, Evie

Demographic Overview

Rockway Middle School serves 1161 students in grades 6-8. The school is a Title 1 Middle School with 84% of students qualifying for free and reduced lunch. 97% of the students at Rockway Middle School represent a minority population (primarily Hispanic). Approximately 15% of the students are students with disabilities and 15% are limited English proficient students.

a. Provide the School's Mission Statement

Rockway Middle School's mission is to provide an innovative, nurturing, and mutually respectful academic and social environment.

b. Provide the School's Vision Statement

Our vision is to foster academic excellence, inspire innovative thinking, and build a sense of belonging in our students.

1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.

Rockway Middle School is located in a residential area of southwest Miami-Dade County. The community is primarily Hispanic. The school has a magnet program in engineering/robotics and another one in legal studies. The award winning robotics program competed and won awards at World Competition for two years in a row. Rockway offers a wide array of elective options (band, art, drama, piano, physical education, etc.). The school provides opportunities for students to join clubs, or participate in meetings/events that provide avenues for student to make new friends and have a rich middle school experience. Our award winning chess program competes and wins annually in regional, state, and national level competitions. Throughout the school year, we participate in community involvement opportunities (literacy week, STEAM Night, etc.). The school received national magnet recognition in 2017 and the school was recognized by the state of Florida as Exceeding Expectations in 2016 and 2017.

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 11 – July 27, 2018)

Phase I of the School Improvement Process will begin at the 2018 Synergy Summer Institute. The School Leadership Team (SLT) will participate and collaborate in a 3-day development workshop 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 an analysis of the data, the SLT will reflect on the current practices and processes contributing to the data results during a guided 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 2018-2019 school year. During the Synergy Summer Institute, the SLT will participate in coursework aimed to develop School Leadership Core Competencies to support the implementation of the school’s continuous improvement process.

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 Data Map
- School Culture Data and Systems Review Organizer
- Academic Programs Data Map
- 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 2018 Synergy Summer Institute.

July 11- July 27, 2018
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 on School Leadership Core Competencies 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 2018-2019 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 2018 – 2019 Opening of Schools

**DAY ONE- Synergy Summer Institute**

**DATA AND SYSTEMS REVIEW**

School Leadership Teams will review all 2017-2018 data points provided on the subsequent pages in the individualized School Culture Data Map and Academic Programs Data Map to analyze the results using the Data Driven Dialogue Protocol. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

**Data and Systems Review**

1. Using the Data Driven Dialogue Protocol, SLTs will analyze the School Culture and Academic Programs Data Maps (i.e. student level data, teacher level data, and parent level data) and discuss findings.
2. Within the Data and Systems Review Organizer, classify data findings into the second column titled: “Data Findings & Area” based on their appropriate rating (input no more than three data points for each rating):

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

• **Significantly Decreased Data Findings**: Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.

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

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

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 Maps**

The following Data Maps were provided to schools during the 2018 Synergy Institute. The maps are organized in two parts, School Culture and Academic Programs. Data found on the includes:

- Student Attendance Comparisons
- Student Disciplinary Referrals by Grade-level
- Early Warning System Indicators by Grade-level
- Teacher Attendance
- Teacher Retention
- School Climate Survey Feedback from Staff
- School Climate Survey Feedback from Students
- School Improvement Data from Staff on:
  - Commitment to Students
  - Focus on Sustained Results
  - Develop Others
  - Engages the Team
- 2018 FSA Data for all Tested Subjects by Grade-level
- 2018 SAT-10 Data by Grade-level
- 2018 FSA Data for all Tested Subjects by Subgroup

**School Culture Data Map**
### 2018 Data Map for 6821 - Rockway Middle

#### Culture - Teacher Level Data

<table>
<thead>
<tr>
<th>Teacher Attendance: Days Absent</th>
<th>Teacher Retention: Years in Same School</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 days</td>
<td>1-3 yrs</td>
</tr>
<tr>
<td>0.5-5 days</td>
<td>4-6 yrs</td>
</tr>
<tr>
<td>5.5-10 days</td>
<td>7+</td>
</tr>
<tr>
<td>10.5+ days</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td>8%</td>
<td>29%</td>
</tr>
<tr>
<td>53%</td>
<td>2%</td>
</tr>
<tr>
<td>34%</td>
<td>69%</td>
</tr>
<tr>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
</tr>
<tr>
<td>6%</td>
<td>31%</td>
</tr>
<tr>
<td>45%</td>
<td>16%</td>
</tr>
<tr>
<td>38%</td>
<td>53%</td>
</tr>
</tbody>
</table>

#### Climate Survey Feedback from Staff (48 responses)

**At my school:**

- I feel safe and secure
- The school building is kept clean and in good condition
- Personal work together as a team
- Administrators solve problems effectively
- I feel that my ideas are listened to and considered
- Adequate measures are used to deal with disruptive behavior

**My principal:**

- Is an effective administrator
- Represents the school in a positive manner
- Demonstrates good interpersonal skills
- Deals with conflict constructively
- Responds in a reasonable time to my concerns
- Treats me with respect
- Is receptive to constructive criticism
- Is supportive of teachers

**My ability to do the best possible job at this school is limited by:**

- Too many students in each class
- Student deficiencies in basic academic skills
- Lack of concern/support from parents
- Lack of concern/support from the principal
- Lack of concern/support from the administration
- Insufficient resources (e.g., funds, books, supplies)
- School violence
- Student gang activity
- Student substance abuse

**What overall grade would you give your school during 2017-2018?**

A
### 2018 Data Map for 6821 - Rockway Middle

#### Climate Survey Feedback From Students (142 responses)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided/Unknown</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel safe in my school</td>
<td>32</td>
<td>48</td>
<td>16</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>My school building is kept clean and in good condition</td>
<td>19</td>
<td>43</td>
<td>25</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Students in my school usually follow the rules</td>
<td>7</td>
<td>32</td>
<td>28</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>There are too many students in my classroom and that affects how much I</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td>42</td>
<td>36</td>
</tr>
<tr>
<td>learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teachers require that I work very hard for the grades I get</td>
<td>40</td>
<td>46</td>
<td>10</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>My School has enough books and equipment to help me learn</td>
<td>44</td>
<td>42</td>
<td>11</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Food served for lunch at my school looks good and tastes good</td>
<td>8</td>
<td>19</td>
<td>24</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>I like the choice of classes I have at this school</td>
<td>33</td>
<td>35</td>
<td>13</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>My teachers:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... are friendly and easy to talk to</td>
<td>24</td>
<td>47</td>
<td>20</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>... make learning fun and interesting</td>
<td>20</td>
<td>41</td>
<td>22</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>... make me want to learn</td>
<td>22</td>
<td>39</td>
<td>24</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>... know a lot about the subjects they teach</td>
<td>43</td>
<td>42</td>
<td>10</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>... give me meaningful homework that helps me learn</td>
<td>22</td>
<td>37</td>
<td>24</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>... are interested in how I do in the future</td>
<td>26</td>
<td>36</td>
<td>27</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>... let me know how I am doing on my school work</td>
<td>32</td>
<td>50</td>
<td>12</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Violence is a problem at my school</td>
<td>12</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Gangs are a problem at my school</td>
<td>11</td>
<td>12</td>
<td>28</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>Student drug and alcohol use are problems at my school</td>
<td>8</td>
<td>14</td>
<td>27</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>My principal does a good job running the school</td>
<td>35</td>
<td>41</td>
<td>15</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>The assistant principals are available when needed</td>
<td>25</td>
<td>36</td>
<td>26</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>My guidance counselor helps me with school and personal problems</td>
<td>28</td>
<td>26</td>
<td>36</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Adults at my school care about me as an individual</td>
<td>20</td>
<td>36</td>
<td>34</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Adults at my school help me when I need it</td>
<td>24</td>
<td>47</td>
<td>19</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>I like coming to my school</td>
<td>22</td>
<td>36</td>
<td>18</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>I am getting a good education at my school</td>
<td>32</td>
<td>50</td>
<td>12</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>The overall climate or feeling at my school is positive and helps me</td>
<td>20</td>
<td>36</td>
<td>33</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I ride a MDCPS bus to school and I like it</td>
<td>6</td>
<td>10</td>
<td>43</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>I have an electronic device that can be brought to school on a daily basis</td>
<td>37</td>
<td>26</td>
<td>21</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

What overall grade would you give your school during 2017-2018? **B**
2018 DATA MAP FOR 6821 - ROCKWAY MIDDLE

Total Number of Respondents - 50

Commitment to Students

I am provided with the appropriate resources to address the needs of ____ of my students.

- 62% of respondents have all resources
- 24% have more than half
- 10% have less than half
- 4% have none

When my student(s) exhibit early warning or disruptive behaviors, they are provided interventions:

- 50% of respondents report always
- 46% sometimes
- 4% never

How often does collaboration take place among dept/grade level members to improve student outcomes?

- 58% of respondents report always
- 26% sometimes
- 10% never
- 2% never

How often does your administrator provide you with feedback to improve student outcomes?

- 14% of respondents report weekly
- 26% monthly
- 22% quarterly
- 30% yearly
- 2% never

Focus on Sustainable Results

Is school-wide data shared to inform staff of the school’s progress towards reaching established goals?

- 96% of respondents report sharing
- 4% do not share

I am comfortable with using data to plan for instruction

- 56% strongly agree
- 42% agree
- 2% undecided/unknown

How often do you participate in data chats with your administration?

- 32% weekly
- 36% monthly
- 24% quarterly
- 2% never

How often does your administration conduct instructional walkthroughs in your classroom?

- 16% weekly
- 40% monthly
- 24% quarterly
- 14% yearly
- 2% never

Progress monitoring data is utilized throughout the school year to ensure students receive appropriate remediation/enrichment.

- 68% of respondents report always
- 30% sometimes
- 2% never
### Developing Others

**How often do you receive guidance in using data to plan your instruction?**

<table>
<thead>
<tr>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
</tr>
<tr>
<td>20</td>
</tr>
</tbody>
</table>

**How often are you supported by teacher leaders?**

<table>
<thead>
<tr>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
</tr>
<tr>
<td>58</td>
</tr>
</tbody>
</table>

**Following a PD opportunity, I am provided with support/resources to implement the newly learned strategy.**

<table>
<thead>
<tr>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
</tr>
<tr>
<td>68</td>
</tr>
</tbody>
</table>

**My administration sets high standards for teaching, learning, and improvement at my school site by...**

<table>
<thead>
<tr>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing opportunities for professional learning communities</td>
</tr>
<tr>
<td>Attending collaborative planning sessions</td>
</tr>
<tr>
<td>Discussing instructional strategies at leadership team meetings</td>
</tr>
<tr>
<td>Providing opportunities for lesson studies</td>
</tr>
<tr>
<td>Discussing instructional strategies at faculty meetings</td>
</tr>
<tr>
<td>Providing best practice sharing opportunities</td>
</tr>
<tr>
<td>Providing feedback on instructional delivery</td>
</tr>
<tr>
<td>Providing feedback on lesson planning</td>
</tr>
</tbody>
</table>

### Engages the Team

**Do you know your school’s vision statement?**

<table>
<thead>
<tr>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
</tr>
</tbody>
</table>

**Do you know your school’s mission statement?**

<table>
<thead>
<tr>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>92</td>
</tr>
</tbody>
</table>

**Do you know your school’s goals and objectives for the year?**

<table>
<thead>
<tr>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
</tr>
</tbody>
</table>

**Are you provided the opportunity to actively participate in establishing academic goals for the school year?**

<table>
<thead>
<tr>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>96</td>
</tr>
</tbody>
</table>

**Are you provided with opportunities to give input about school improvement?**

<table>
<thead>
<tr>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>94</td>
</tr>
</tbody>
</table>

**Each year, all staff members have the opportunity to be considered for leadership roles at my school.**

<table>
<thead>
<tr>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>86</td>
</tr>
</tbody>
</table>
### 2018 DATA MAP FOR 6821 - ROCKWAY MIDDLE

#### Academic Programs - Science

**2018 - Science Proficiency (% Levels 3-5) - All Students**

<table>
<thead>
<tr>
<th></th>
<th>School-Wide</th>
<th>Grade 8</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>51</td>
<td>42</td>
<td>90</td>
</tr>
<tr>
<td>T1</td>
<td>53</td>
<td>45</td>
<td>93</td>
</tr>
<tr>
<td>Tier 1W/2/3</td>
<td>35</td>
<td>33</td>
<td>91</td>
</tr>
<tr>
<td>School</td>
<td>51</td>
<td>41</td>
<td>92</td>
</tr>
</tbody>
</table>

#### Science Proficiency (% Levels 3-5) - School 3 Year Trend - All Students

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-Wide</td>
<td>58</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Grade 8</td>
<td>47</td>
<td>37</td>
<td>41</td>
</tr>
<tr>
<td>Biology</td>
<td>97</td>
<td>96</td>
<td>92</td>
</tr>
</tbody>
</table>

#### Academic Programs - Social Sciences

**2018 - Social Sciences Proficiency (% Levels 3-5) - All Students**

<table>
<thead>
<tr>
<th></th>
<th>Civics</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>71</td>
</tr>
<tr>
<td>T1</td>
<td>73</td>
</tr>
<tr>
<td>Tier 1W/2/3</td>
<td>55</td>
</tr>
<tr>
<td>District</td>
<td>71</td>
</tr>
</tbody>
</table>

#### Social Sciences Proficiency (% Levels 3-5) - School 3 Year Trend - All Students

<table>
<thead>
<tr>
<th></th>
<th>Civics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>65</td>
</tr>
<tr>
<td>2017</td>
<td>76</td>
</tr>
<tr>
<td>2018</td>
<td>71</td>
</tr>
</tbody>
</table>
# SCHOOL CULTURE

<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significantly Improved Data Findings</strong></td>
<td>According to the 2018 Climate Survey 95% of teachers strongly agree or agree that personnel worked together as a team as compared to 94% in 2017 Climate Survey.</td>
<td>Teachers with a positive attitude can have a positive impact on student learning.</td>
<td>Team Building Activities, School Spirit and Pride, Celebrate Successes</td>
</tr>
<tr>
<td></td>
<td>Compared to the district average of 53%, we have 16 percentage points higher in teacher retention with 69% as found in the 2018 Data Map.</td>
<td>Retaining experienced teachers can positively impact and provide student learning gains and mentor incoming teachers.</td>
<td>School Spirit and Pride, Shared Leadership, Empower Teachers And Staff</td>
</tr>
</tbody>
</table>

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

other

Professional Development

---

<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Neutral Data Findings</strong></td>
<td>The percentage of student absences (between 0-10 days) for 2018 was 74% remained the same from the 2017 school year.</td>
<td>Students who regularly attend school, receive the necessary instruction to ensure academic success.</td>
<td>Attendance Monitoring / iAttend, Rewards/Incentives</td>
</tr>
</tbody>
</table>
As a school in 2018 we had 9% of students with one disciplinary report, as compared to the district average which was the same, as found in the 2018 Data Map.

Appropriate behavior in the classroom ensures that students are receiving meaningful academic instruction.

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

**Attendance Monitoring / iAttend**

<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significantly Decreased Data Findings</strong></td>
<td>According to the 2018 School Climate Survey 80% of students feel safe in my school, compared to 91% from the 2017 School Climate Survey. A decrease of 11%.</td>
<td>Students emotional security directly impacts academic learning.</td>
<td>Goal oriented learning</td>
</tr>
</tbody>
</table>

| | According to the 2018 Data Map 15% of all students were absent 16 days or more, as compared to the district which was 16%. | Student habitual absences from class impacts their academic learning. | Attendance Monitoring / iAttend |

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

Goal oriented learning
## 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 2018 School Grade Data, our schools Middle School Acceleration points increased by acceleration increased by 5 percentage points from 78% in 2017 to 83% in 2018.

This data finding is most impactful because it shows that the level 3 students were able to be successful in our high school level courses.

Enrichment Activities

- Differentiated Instruction
- Blended Learning

According to the 2018 Data Map the proficiency percentage on the 6th grade FSA ELA, increased by 5% from 51% in 2017 - to 56% in 2018.

This data finding is most impactful because it shows that the systems set in place in Language Arts are helping all students, even those with difficulties in reading.

Collaborative Planning

- Technology Integration
- Collaborative Data Chats

According to the 2018 Data Map, Science proficiency increased by 4% from 37% in 2017 to 41% in 2018.

This data finding is most impactful because it shows that over time the hands-on approach to teaching Science is making an impact in instruction.

Collaborative Data Chats

- Collaborative Planning
- Peer Observations

### Neutral Data Findings

According to the 2018 Data Map, school-wide proficiency in FSA Math has remained neutral from 59% in 2017 to 58% in 2018.

This data finding is most impactful because the math strategies we put in place did not have a significant impact.

Hands-on Learning

- Inquiry-based Learning (Project based/Problem based learning)
According to the 2018 Data Map, Grade 7 FSA Math proficiency remained neutral from 49% in 2017 to 48% in 2018. This data finding is most impactful because it shows that we are maintaining Math proficiency but need to have additional strategies to make additional gains.

According to the 2018 Data Map, Algebra 1 EOC proficiency has remained neutral from the 97% in 16-17 to 96% 17-18 school year. This data finding is most impactful because it shows that we can maintain success in spite of placing more students in accelerated courses.

Essential Practice for Neutral Data Findings (Secondary)
Inquiry-based Learning (Project based/Problem based learning)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Significantly Decreased Data Findings</td>
<td>According to the 2018 Data Map, Math Proficiency with ELL students decreased from 42% in 16-17 to 29% in 17-18.</td>
<td>This data finding is most impactful because the findings are showing that we are not providing the adequate ELL strategies in our Math classes.</td>
<td>ELL Strategies</td>
</tr>
<tr>
<td></td>
<td>The Civics EOC proficiency for student with disabilities decreased 30 points from 59% in 16-17 to 29% in 17-18 school year.</td>
<td>This data finding is most impactful because the findings are showing that we are not providing the appropriate accommodations for our students with disabilities.</td>
<td>Universal Design for Learning (UDL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Explicit Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Differentiated Instruction</td>
</tr>
</tbody>
</table>
The Civics EOC proficiency for economically disadvantaged students decreased 6 points from 75% in 16-17 to 69% in 17-18 school year. This data finding is most impactful because the findings are showing that we are not meeting the needs of our economically disadvantaged students.

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

**ELL Strategies**

**ESSENTIAL PRACTICES SELECTION**

*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. Schools will identify the Priority Actions to ensure this successful practice is sustained during the 2018-2019 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 2018-2019 school year. These actions will be captured under Priority Actions.*

**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 2018-2019 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 2018-2019 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2018-2019 school year.

**SCHOOL CULTURE**

**Sustained Essential Practice**

Professional Development

**Priority Actions for the Sustained Practice**

During the 2018-2019 school year we will implement and utilize a professional development interest survey, provide job-embedded professional development, utilize teacher driven observations, and create a #ObserveMe movement to successfully implement goal oriented learning.

**Primary Essential Practice**

Goal oriented learning

**Secondary Essential Practice Selection**

Attendance Monitoring / iAttend

**ACADEMIC PROGRAMS**

**Sustained Essential Practice**

Enrichment Activities

**Priority Actions for the Sustained Practice**

During the 2018-2019 school year we will continue to strategically place students in advanced courses, provide progress monitoring and share results with all stakeholders, provide interventions, professional development opportunities and a growth mindset to improve our academic achievement.

**Primary Essential Practice**

ELL Strategies

**Secondary Essential Practice Selection**

Inquiry-based Learning (Project based/Problem based learning)

**DAY TWO- Synergy Summer Institute**

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 2018-2019 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. During the Synergy Summer Institute, coursework will allow for the evaluation and development of these School Leadership Core Competencies to increase efficiency and skill mastery which can be used by school leaders to successfully implement 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 others’ 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.

**School Leadership Core Competency Course Reflections**

School Leadership Teams will participate in a series of courses during the Synergy Summer Institute to measure and develop School Leadership Core Competencies and utilize these high-level competency skills to implement the identified Essential Practice Enhancements to improve outcomes within School Culture and Academic Programs. SLTs will reflect on their current leadership roles and implementation of the core competencies and consider opportunities for growth and application of each core competency for the 2018-2019 school year.

**Competency 1: Commitment to Students**

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

Our current reality regarding Commitment to Students is that we are at a Level 3 based on survey results that 86% of staff feel they have the appropriate resources to address student needs.

As evidenced by:

As evidenced by the student progression plan (student code of conduct), grade level orientations, faculty meeting, team meetings, field trips and activities participation requirements.

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

The School Leadership Team will use the Commitment to Students competency to strive to create a win-win culture among all stakeholders.
Competency 2: Focusing on Sustainable Results

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

Our current reality regarding Focusing on Sustainable Results is that we maintain working practices and from an administrative point of view we find ways to further enhance the working practices.

As evidenced by:

As evidenced by results from FSA, EOC, Topic Assessments, Civics Mini-Assessments, I-Ready Diagnostic Testing, Coaching Observations, and feedback from other teachers and administrators.

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

The School Leadership Team will use the Focusing on Sustainable Results competency to find practices and behaviors that will help carry out and maintain our working practices.

Competency 3: Developing Others

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

Our current reality regarding Developing Others is that we provide multiple individuals with opportunities for leadership. We enable them through guidance, feedback, and creating support systems.

As evidenced by:

As evidenced by the feedback from school faculty and staff members on the teacher climate survey, conversations about what worked and what didn't (cycle of self-reflection), and administrative feedback. We instill colleague recognition through a compliment journal that motivates and makes other teachers happy to hear positive feedback.

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

The School Leadership Team will use the Developing Others to continue to tap into the talents that other possess and demonstrating that leadership is not something that only one group of people hold. We can incorporate more forms of recognition across the school.

Competency 4: Engages the Team

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

Our current reality regarding Engaging the Team is that we incorporate a number of activities to engage staff.

As evidenced by:

As evidenced by annual school theme that encompasses the school's goals for the year, collaborative planning by departments and across departments, developing Teacher Leaders, and participating in the cycle of self-reflection.

Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.
The School Leadership Team will use the Engages the Team competency by reviewing and refining a shared school vision, and by participating in processes that encourage self-reflection (the Teacher Leadership Project, Magnet Schools of America national recognition application, STEAM Designation, and school wide accreditation process).

DAY THREE- Synergy Summer Institute

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 2018-2019 school year.

Sustained Essential Practice

SLTs will review the Priority Actions for the Sustained Essential Practice.

Secondary and Primary Essential Practices

SLTs 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 2018-2019 school year.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2018-2019 school year.

SCHOOL CULTURE

Sustained Essential Practice

Professional Development

Priority Actions for the Sustained Essential Practice

During the 2018-2019 school year we will implement and utilize a professional development interest survey, provide job-embedded professional development, utilize teacher driven observations, and create a #ObserveMe movement to successfully implement goal oriented learning.

Primary Essential Practice Selection

Goal oriented learning

Priority Actions for the Primary Essential Practice

We will implement social-emotional professional development for teachers, teach social-emotional concepts during homeroom, establish a staff-student mentoring program, and incorporate Restorative Justice Practices.

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

During the 2018-2019 school year we will review the data of students with the most absences, revisit our disciplinary plan to ensure students receiving consequences are not marked absent in error, building awareness of and provide incentives for student attendance, monitoring period by period attend when a substitute teacher is covering a class, and individually address the attendance of students with more than 10 days.

ACADEMIC PROGRAMS

Sustained Essential Practice

Enrichment Activities

Priority Actions for the Sustained Essential Practice

During the 2018-2019 school year we will continue to strategically place students in advanced courses, provide progress monitoring and share results with all stakeholders, provide interventions, professional development opportunities and a growth mindset to improve our academic achievement.

Primary Essential Practice Selection

ELL Strategies

Priority Actions for the Primary Essential Practice

We will consider placing ELA level 3's and 4's in traditional language arts courses with dual certified teachers, highlight effective ELL strategies for content teachers, and incorporating content text in development language arts courses.

Secondary Essential Practice Selection

Inquiry-based Learning (Project based/Problem based learning)

Priority Actions to Enhance the Secondary Essential Practice

During the 2018-2019 school year we will provide professional development on inquiry based learning (i.e. Engineering/Design Process), implement an action research project to identify the impact of systematic interdisciplinary collaboration on student engagement, and all STEAM teachers will implement one 5.0 STEAM lesson in the year.

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 2018-2019 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 2018-2019 school year.
SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If we successfully maintain a professional development culture, then teachers will continue to grow in their craft and positively impact student learning. If we successfully provide the students with conflict resolution strategies and build positive relationships, then the number of disciplinary student referrals should decrease. If we successfully monitor student attendance, then the attendance of the students with more than 10 absences will improve.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully expose level 3 students to high school courses, then the students will continue to succeed on an accelerated path. If we successfully implement strategies to support English Language Learners, then the ELL students will demonstrate academic growth. If we successfully incorporate inquiry based learning activities in the content areas, then students will develop critical thinking skills.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development to be provided during the Opening of School activities on one or both Teacher Planning Day(s). 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 during the Synergy Summer Institute 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

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

- Sustained Essential Practice and Priority Actions
- Primary & Secondary Essential Practice Selections
  - Priority Actions - How will the priority actions be addressed during the school year?
- Brainstorm possible Implementation Steps
- Identify possible roles/resources
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/15/18</td>
<td>9:00 AM to 10:00 AM</td>
<td>Overview: Josephine Otero, Principal SEL: Eric Gonzalez, Teacher</td>
</tr>
<tr>
<td>8/16/18</td>
<td>9:00 AM to 12:00 PM</td>
<td>Josephine Otero, Principal</td>
</tr>
<tr>
<td>8/17/18</td>
<td>9:00 AM to 12:00 PM</td>
<td>ELL: Cecilia Windisch, Reading Coach Locus of Control (Mawi): Maria Rodriguez, Innovation Specialist</td>
</tr>
</tbody>
</table>