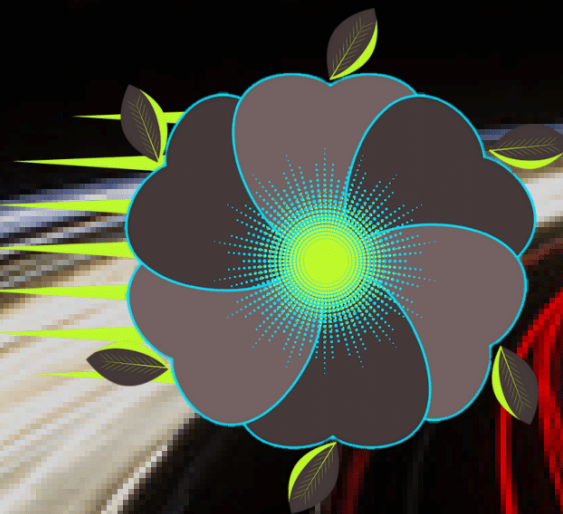# SCHOOL IMPROVEMENT PROCESS 2019-2020

ACCELERATING EXCELLENCE

School Location # -2511

Name of School - ZORA NEALE HURSTON ES

Phase III: Mid-Year Review

Phase IV: School Culture and Academic Programs

Q3 & Q4 Implementation

Reflect – Modify – Implement

Phase III will be developed and executed at the school as described below:

In addition to completing the Phase III Mid-Year Review, the School Leadership Team will create Phase IV Implementation Steps for both School Culture and Academic Programs to implement from February 3 – May 1, 2020.

*Phase III: **Mid-Year Readiness Data** and **Systems Review** should directly inform the **Phase IV: School Culture and Academic Programs Q3 & Q4 Implementation Steps**.*

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

Phase III: Mid-Year Review

January 6 – January 31, 2020

- *Complete the School Improvement Process Mid-Year Reflection utilizing the Data Review Analysis and Systems Review*
- *Gather teachers and staff feedback regarding progress of Phase II Implementation Steps*
- *Develop Phase IV: Q3 and Q4 Implementation Steps with School Leadership Team*
- *Review Phase III of the School Improvement Process (EESAC)*

Phase IV: School Culture and Academic Programs Q3 & Q4 Implementation

February 3 – May 1, 2020

- *Monitor the execution of Q3 & Q4 Implementation Steps to ensure a high degree of fidelity*

During Q3 & Q4 Implementation, schools will execute Q3 & Q4 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed, and the impact obtained based on collected evidence.

Implementation Steps Requirements:

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

Phase III: MID-YEAR DATA MAP

Data Maps Link

Phase III: MID-YEAR DATA REVIEW

January 6 - January 31, 2020

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

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

District Data Maps were disseminated to all grade levels at data chats with the School Leadership Team. Teachers also received i-Ready diagnostic growth reports and Topic Assessment data highlighting standard performance by teacher, school and district. Data protocols were completed and specific strategies to promote student growth were discussed. The Professional Learning School Team (PLST) will share information on culturally responsive practices addressing the school culture at a faculty meeting.

2. In relation to your 2020 school grade goals and your Outcome Statement for School Culture describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.

The school performed better than other Tier 1 schools for percent of students with six or more absences during the first quarter with 22% for the school and 27% for Tier I schools . The data also showed that the school performed the same as the previous year for percent of students with 6-10 absences. These findings were encouraging. The finding that was concerning showed that the percent of students with 11+ absences increased from three percent to five percent from the previous year. This demonstrates a need for more intense monitoring of students within this range.

3. In relation to your 2020 school grade goals and your Outcome Statements for Academic Programs, describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.

The i-Ready data comparing AP1 and AP2 was most encouraging with an increase of Tier I students by 22 percentage points in Reading and 12 percentage points in Mathematics. The data also showed a decrease of Tier 3 students by 11 percentage points in Reading and 8 percentage points in Mathematics. The data findings that were most concerning were the 3rd and 5th grade i-Ready average scale score changes were less than the district average by 6 percentage points in 3rd and 5 percentage points in 4th. In addition there were no changes in Mathematics for Regressed Students subgroup for Mathematics.

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

The pattern that was evident was that 4th grade data points i-Ready Mathematics were low when compared to other grade levels and the district for average scale score changes with an increase of only 6 percentage points.

The Topic Assessment data for Mathematics was also low when compared with other grade levels with 57% of students at 70% proficiency or higher as compared to 68% in 3rd and 66% in 5th.

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

Student growth was evident in all subgroups with a decrease in percent of Tier 3 students and an increase in percent of Tier 1 students.

Phase III: MID-YEAR SYSTEMS REVIEW

January 6 - January 31, 2020

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

School Culture

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

While the school did not meet the goal for the 1st quarter of decreasing the percent of students with 6+ absences at the mid-year point, attendance was 5 percentage points better than other Tier I schools. The actions that led to this outcome included quarterly incentives and increased monitoring. In addition, 94% of the staff responded positively to all the categories related to school culture on the on the Mid-Year Staff Survey and teacher attendance was better than the district with 17% of teachers missing 0 days as compared to the district with 11%, and 7% missing 5.5 or more days as compared to the district at 17%. The actions that led to this outcome included the implementation of a school culture survey and staff interest survey. Feedback was heard and actionable steps were taken such as teacher incentives, teacher shout-outs, staff activities to build morale and PLC based on teacher interest.

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

The data showed an increase in percent of students with 11+ absences in the first quarter when compared to the data from the previous year. This data did fall short of meeting expectations and demonstrates a need for more intense monitoring students in this range.

Academic Programs

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

The Reading i-Ready data showed improvement of students in the lowest 35% subgroup with a decrease of 36 percentage points for Tier 3 students and an increase of 10 percentage points for Tier 1 students. The actions that led to this outcome was equitable access to more robust and rigorous instruction of this subgroup through daily differentiated instruction, i-Ready labs, and targeted tutorials before and after school. In addition, data chats were held with all students in the lowest 35%.

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

The Mathematics i-Ready data showed below expected level gains for the lowest 35% subgroup with an increase of only 2 percentage points for Tier 1 students. The actions that may have contributed to this outcome was movement of staff, new to the content area.

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

No

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

N/A

Be sure to resubmit the School Grade Goal Survey if you have made changes to your goals, use Briefing #26199.

School Leadership Core Competencies

Competency 1: Commitment to Students

The School Leadership Team will work collaboratively with teachers to ensure that resources and activities are aligned to the standards during the planning process.

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

Teachers plan for standards-aligned activities such as Thinking Maps, quarterly STEM projects, student journals with sample response mechanism questions and writing prompts during common planning time and meetings with SLT. Evidence was observed through instructional reviews that these activities were implemented with fidelity . Professional development was provided for all teachers on these school-wide initiatives on the district PD days. Areas that needed improvement included evidence of consistent differentiated instruction and lack of feedback in student response journals.

Competency 2: Focusing on Sustainable Results

School Leadership Team conducts quarterly mini instructional reviews to monitor student outcomes. Timely and constructive feedback is provided to teachers to ensure academic success.

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

The SLT completed a mini-instructional review following quarter one and two that focused on evidence of standards-based instruction through the integration of DI, Thinking Maps and STEM lessons. Feedback was provided following the review to discuss specific findings and share best practices. Data Chats were held at the same time to monitor performance and growth.

Competency 3: Developing Others

School Leadership Team will continue to target professional development driven by the results of the needs survey and based on school-wide initiatives. Administration will continue to give teachers opportunities for continuous improvement through district provided professional development.

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

Professional development was provided for teachers on Thinking Maps and STEM on the district PD days. Additionally, a needs survey was conducted at the opening of the school year and demonstrated a need for professional development in the areas of Growth Mindset, Social Emotional Learning and Inclusive Practices. This led to the creation of a Professional Learning Community (PLC) focusing on the Growth Mindset and professional development on Inclusive Practices. Teachers are consistently given the opportunity for continuous improvement through district provided professional development.

Competency 4: Engages the Team

The leadership team works collectively with faculty to develop actionable and tangible goals through faculty meetings, grade level meetings, data chats and PLCs.

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

The SLT engages the team in the School Improvement process through monthly faculty meetings, grade level meetings, data chats, PLCs and EESAC. In addition, a select group of teachers completed the quarterly mini-instructional reviews to document evidence, monitor growth and provide feedback.

Phase III: MID-YEAR REVIEW CONCLUSION

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

The findings from the review along with all pertinent data were disseminated to all K-5 and SPED teachers at grade levels data chats with the SLT. Overall findings were also shared with EESAC and during a faculty meeting.

Phase IV: School Culture
Q3 & Q4 Implementation
(February 3 – May 1, 2020)

School Culture Outcome Statement

If we create an engaging school culture by implementing incentives and continue to monitor student attendance with fidelity, then students will be motivated to attend class daily.

Sustained Essential Practice

Rewards/Incentives

Priority Actions for the Sustained Essential Practice

School will continue to have quarterly attendance parties, recognition of students during morning announcements, dress-down days for 98% school attendance and quarterly celebrations for perfect attendance.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 3 **End:** Fri, May 1	Implement quarterly attendance parties for classes reaching attendance goals using school's attendance monitoring protocol.	Christopher Gonzalez, Assistant Principal.	Attendance monitoring sheets for daily attendance by homeroom teachers.	Collection of attendance monitoring forms by the assistant principal. Quarterly parties sponsored by the PTA.
Start: Mon, Feb 3 **End:** Fri, May 1	Weekly recognition of students on morning announcements for students who are present and on time every day of the week.	Christina McCrink, Reading Coach.	Written record of all students who received weekly reward.	Weekly distribution of rewards and recording of students who received rewards will be monitored by the Reading Coach.
Start: Mon, Feb 3	Percentage of students present will be	Christopher Gonzalez,	Dress-down days will be posted on	Daily monitoring of attendance bulletin by Assistant Principal.

End: Fri, May 1	announced daily. Dress down days will be awarded to all students when percentage is 98% or higher.	Assistant Principal; Isabel Valenzano, Principal.	social media.	
Start: Mon, Feb 3 **End:** Fri, May 1	Special recognition activity for all students with perfect attendance for the quarter.	Christopher Gonzalez, Assistant Principal.	Special recognition activity for students with perfect attendance for the first quarter will be posted on social media.	Daily annoucements of upcoming attendance activities and monitoring of quarterly attendance through district perfect attendance reports and gradebook by Assistant Principal.

Primary Essential Practice

Attendance Monitoring

Priority Actions for the Primary Essential Practice

Attendance Review Committee will monitor the daily attendance bulletin, Early Warning Systems reports and the attendance dashboard. The School Attendance Action Plan includes contacting parents, one on one counseling, attendance contracts and home visits as needed.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 3 **End:** Fri, May 1	Attendance expectations sent home to parents through school letter and the homeroom teachers' Remind.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal.	School Letter and Remind Notifications sent out by homeroom teachers.	Monitoring of Teacher Remind Notification regarding attendance by Assistant Principal.
Start: Mon, Feb 3 **End:** Fri, May 1	Referral to Attendance Review Committee for five total absences by teachers.	Christopher Gonzalez, Assistant Principal; Jonelle Dougery, Counselor.	Completed SCAMS; Daily Attendance Bulletin.	Daily monitoring of Attendance Bulletin and incoming SCAMS by Assistant Principal and Counselor.
Start: Mon, Feb 3 **End:** Fri, May 1	Convene Attendance Review Committee for five or more absences to implement communication with parent through letter or phone call.	Christopher Gonzalez, Assistant Principal; Jonelle Dougery, Counselor.	Signed parent letter; SCAM referral codes.	Daily monitoring of Attendance Bulletin and incoming SCAMS by Assistant Principal and Counselor.
Start: Mon, Feb 3 **End:** Fri, May 1	Parent meeting for continuous attendance issues following initial communication.	Christopher Gonzalez, Assistant Principal;	Record of attendance meetings; signed attendance contracts; SCAM referral codes;	Daily monitoring of Attendance Bulletin and incoming SCAMS by Assistant

	Implementation of attendance contract as needed.	Jonelle Dougery, Counselor.	Targeted Student Status Report to Region.	Principal and Counselor.

Secondary Essential Practice

Attendance Monitoring

Priority Actions for the Secondary Essential Practice

School will continue to monitor attendance with fidelity.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 3 **End:** Fri, May 1	Attendance expectations sent home to parents through school letter and the homeroom teachers' Remind.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal.	School Letter and Remind Notifications sent out by homeroom teachers.	Monitoring of Teacher Remind Notification regarding attendance by Assistant Principal.
Start: Mon, Feb 3 **End:** Fri, May 1	Referral to Attendance Review Committee for five total absences by teachers.	Christopher Gonzalez, Assistant Principal; Jonelle Dougery, Counselor.	Completed SCAMS; Daily Attendance Bulletin.	Daily monitoring of Attendance Bulletin and incoming SCAMS by Assistant Principal and Counselor.
Start: Mon, Feb 3 **End:** Fri, May 1	Convene Attendance Review Committee for five or more absences to implement communication with parent through letter or phone call.	Christopher Gonzalez, Assistant Principal; Jonelle Dougery, Counselor.	Signed parent letter; SCAM referral codes.	Daily monitoring of Attendance Bulletin and incoming SCAMS by Assistant Principal and Counselor.
Start: Mon, Feb 3 **End:** Fri, May 1	Parent meeting for continuous attendance issues following initial communication. Implementation of attendance contract as needed.	Christopher Gonzalez, Assistant Principal; Jonelle Dougery, Counselor.	Record of attendance meetings; signed attendance contracts; SCAM referral codes; Targeted Student Status Report to Region.	Daily monitoring of Attendance Bulletin and incoming SCAMS by Assistant Principal and Counselor.

Phase IV: Academic Programs
Q3 & Q4 Implementation
(February 3 – May 1, 2020)

Academic Programs Outcome Statement

If we successfully implement standards based instruction, inquiry-based learning and differentiated instruction , then we will improve student learning gains and proficiency levels in all academic areas.

Sustained Essential Practice

Standards-Aligned Instruction

Priority Actions for the Sustained Essential Practice

Collaborative planning, quarterly data chats between administration and teachers, integration of Thinking Maps and STEM lessons.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 3 **End:** Fri, May 1	Facilitate common planning sessions at least once a week so that teachers can plan for rigorous and standards-aligned instruction by discussing pacing, examining data and sharing best practices.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal.	Commonality in teacher lesson plans with regards to standards-aligned content being covered, student journals; standards-aligned student work; Grade Level Planning Meeting minutes and sign in sheets.	Administrators will perform walk throughs to observe standards based student work. Teachers will share student journals at grade level meeting with administration.
Start: Mon, Feb 3 **End:** Fri, May 1	Thinking Maps will be integrated on a weekly basis.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal.	Thinking Maps displayed in classrooms and in student journals. Thinking Maps will be highlighted on Weekly Bulletin.	Administrators will perform walk throughs to observe Thinking Maps on display and in student journals.
Start: Mon, Feb 3 **End:** Fri, May 1	Implement quarterly data chats at grade level meetings with administration to improve student achievement.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal.	Sign in sheets and agendas from data chats.	Administration will distribute data and conduct data chats quarterly with grade levels.
Start: Mon, Feb 3 **End:** Fri, May 1	Conduct Instructional review with select team of teachers at the end of the grading period to to monitor Thinking Maps, STEM and standards-aligned instruction.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal.	Protocols and Walk Through Look For checklist for team.	Instructional Review Team will perform walk throughs looking for artifacts on the Look Fors Checklist and meet with Administration for debriefing and feedback.

Primary Essential Practice

Interventions/RtI

Priority Actions for the Primary Essential Practice

Students in the lowest 25% will be given equitable access to robust and rigorous instruction and will be provided interventions outside the core instruction through i-Ready labs, targeted morning tutorials and the ELL tutoring program to ensure academic success.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 3 **End:** Fri, May 1	Students in the lowest 25% in Math will be assigned to the before school Math Tutoring for 30 minutes daily, 4-5 days a week.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal.	Math Tutoring attendance sheets; i-Ready Reports and McGraw Hill Assessment data.	Administration and Reading Coach will monitor student progress through and data reports.
Start: Mon, Feb 3 **End:** Fri, May 1	Targeted students will attend a Writing Clinic addressing the writing standards.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal.	Writing Clinic attendance sheets; Student Writing Journals.	Administration and Reading Coach will monitor student progress through walk-throughs and i-Ready data.
Start: Mon, Feb 3 **End:** Fri, May 1	ELL students in the lowest 25% will be assigned to Title III ELL Tutoring 30 minutes daily, 4 times per week.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal.	ELL Tutoring attendance sheets; i-Ready Reports and Topic Assessment data.	Administration and Reading Coach will monitor student progress through walk-throughs and data reports.
Start: Mon, Feb 3 **End:** Fri, May 1	Rigorous and robust instruction will be provided through standards-aligned instruction.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal.	Student journals; Thinking Maps and standards aligned activities.	Administrators will perform walk throughs to observe standards-based student work.

Secondary Essential Practice

Standards-Aligned Instruction

Priority Actions for the Secondary Essential Practice

Teachers will provide students with real world connections in math through STEM projects. Rigorous standards based instruction will be provided to all students in Mathematics.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible	Expected Evidence (What evidence would demonstrate the	Monitoring (How and who?)

Start/End		(First & Last Name, Postion)	Implementation Step was successfully executed?)	
Start: Mon, Feb 3 **End:** Fri, May 1	Teachers will implement a quarterly Science, Technology, Engineering, and Math (STEM) Activity which integrates the Science, Technology Engineering and Mathematics standards. Targeted students will attend a Science Tutorial addressing the science standards.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal.	STEM Binders containing student-generated work samples and/or bulletin boards. Science Tutorial attendance sheets; Student Science Journals.	Administrators will perform walk throughs to observe STEM lessons and artifacts.
Start: Mon, Feb 3 **End:** Fri, May 1	Students will be challenged with the Go Deeper multi step problems in the Go Math Series daily.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal.	Complete Go Deeper problems in the Go Math Series and Math Journals.	Administration will monitor student progress monthly through review of Math Journals and i-Ready Reports.
Start: Mon, Feb 3 **End:** Fri, May 1	Conduct quarterly mini reviews with select teachers to monitor implementation of Thinking` Maps, STEM and standard based instruction.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal.	Thinking Maps displayed in classrooms and in student journals.	Administration will perform walk throughs to observe Thinking Maps on display and in student journals.
Start: Mon, Feb 3 **End:** Fri, May 1	Facilitate common planning sessions at least once a week so that teachers can plan for rigorous and standards based instruction by discussing pacing, examining data and sharing best practices.	Isabel Valenzano, Principal; Christopher Gonzalez, Assistant Principal.	Commonality in teacher lesson plans with regards to standards based content being covered, student journals; standards-based student work; Grade Level Planning Meeting minutes and sign in sheets.	Administration will perform walk throughs to observe standards-aligned student work.