School Location # - 7371

Name of School - ROBERT MORGAN EDUCATIONAL CTR
MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)
7371-Robert Morgan Educational Center

Principal (Last Name, First Name)
Fox, Reginald

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)
Blanco, Ricardo, Johnson, Bernard, Rodriguez-Ledesma, Jennifer

Demographic Overview

RMEC serves a multi-ethnic school population that consists of over 2100 students from varying socio-economic backgrounds. The student population reflects the RMEC community with a student demographic population composed of approximately 58% Hispanic, 19% Black, 18% White and 5% Other with 56% of the population consisting of female students and 44% of the population consisting of male students. Economically disadvantaged students account for 41.6% of the population. Additionally, 6.7% of students are Students with Disabilities (SWD), 1.4% are classified as English Language Learners (ELL), and nearly 17.5% of students are Gifted. RMEC's continued success relies heavily on the population it serves along with its wide array of academic and extra curricular programs proving that there is something suitable for every student.

a. Provide the School's Mission Statement

Robert Morgan Educational Center is committed to impart the knowledge and skills that will facilitate the acquisition of those qualities essential to successful global employment and a productive and prosperous life.

b. Provide the School's Vision Statement

Robert Morgan Educational Center sets its sail on a voyage towards achieving quality academic instruction, implementation of community leadership and lifelong learning for all students.

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

RMEC embodies its primary purpose as a comprehensive academy school by offering relevant curriculum linked with industry standards in all academic programs, fostering interdisciplinary academic (Language Arts, Mathematics, Science and Social Studies) and academy program planning sessions resulting in project based experiences, maintaining open lines of communication with parents and all community stakeholders in order to consistently provide students the highest standards to seamlessly transition all students into post-secondary programs, college/university programs and/or the workforce. RMEC serves a multi-ethnic school population that consists of over 2100 students from varying socio-economic backgrounds. The student population reflects the RMEC community with a student demographic population composed of approximately 58% Hispanic, 19% Black, 18% White and 5% Other with 56% of the population consisting of female students and 44% of the population consisting of male students. Economically disadvantaged students account for 41.6% of the population. Additionally, 6.7% of students are Students with Disabilities (SWD), 1.4% are classified as English Language Learners (ELL), and nearly 17.5% of students are Gifted. RMEC's continued success relies heavily on the population it serves along with its wide array of academic and extra curricular programs proving that there is something suitable for every student. In order to provide optimal assistance to the community RMEC serves, we offer school-wide tutoring to all students including free transportation.

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 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.

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 7371 - ROBERT MORGAN EDUCATIONAL CENTER

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>0.5-5 days</td>
</tr>
<tr>
<td>School</td>
<td>7%</td>
</tr>
<tr>
<td>District</td>
<td>9%</td>
</tr>
</tbody>
</table>

Climate Survey Feedback from Staff (45 responses)

At my school:
- I feel safe and secure: [40, 42, 9, 7, 2]
- the school building is kept clean and in good condition: [31, 51, 7, 11]
- personal work together as a team: [24, 44, 9, 22]
- administrators solve problems effectively: [22, 44, 20, 9]
- I feel that my ideas are listened to and considered: [27, 29, 13, 22, 9]
- adequate measures are used to deal with disruptive behavior: [31, 22, 20, 20, 7]

My principal:
- is an effective administrator: [47, 38, 9, 4, 2]
- represents the school in a positive manner: [47, 22, 33, 4, 4]
- demonstrates good interpersonal skills: [33, 27, 11, 4, 5]
- deals with conflict constructively: [47, 22, 20, 7, 4]
- responds in a reasonable time to my concerns: [49, 18, 24, 4, 4]
- treats me with respect: [36, 22, 31, 7, 4]
- is receptive to constructive criticism: [36, 22, 31, 7, 4]
- is supportive of teachers: [49, 31, 11, 4, 4]

My ability to do the best possible job at this school is limited by:
- too many students in each class: [18, 23, 14, 34, 11]
- student deficiencies in basic academic skills: [18, 23, 36, 9, 13, 7]
- lack of concern/support from parents: [23, 43, 36, 9, 13, 7]
- lack of concern/support from the principal: [52, 23, 41, 18, 16, 7]
- lack of concern/support from the administration: [7, 7, 34, 34, 18, 13]
- insufficient resources (e.g., funds, books, supplies): [27, 16, 11, 33, 13, 17]
- school violence: [2, 9, 36, 53, 9, 13, 7]
- student gang activity: [7, 42, 31, 11, 4, 4]
- student substance abuse: [11, 22, 29, 31, 13, 9]

What overall grade would you give your school during 2017-2018? B
# 2018 DATA MAP FOR 7371 - ROBERT MORGAN EDUCATIONAL CENTER

<table>
<thead>
<tr>
<th>I feel safe in my school</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school building is kept clean and in good condition</td>
<td>N/A</td>
</tr>
<tr>
<td>Students in my school usually follow the rules</td>
<td>N/A</td>
</tr>
<tr>
<td>There are too many students in my classroom and that affects how much I learn</td>
<td>N/A</td>
</tr>
<tr>
<td>My teachers require that I work very hard for the grades I get</td>
<td>N/A</td>
</tr>
<tr>
<td>My school has enough books and equipment to help me learn</td>
<td>N/A</td>
</tr>
<tr>
<td>Food served for lunch at my school looks good and tastes good</td>
<td>N/A</td>
</tr>
<tr>
<td>I like the choice of classes I have at this school</td>
<td>N/A</td>
</tr>
</tbody>
</table>

| My teachers: | ...
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>...are friendly and easy to talk to</td>
<td>N/A</td>
</tr>
<tr>
<td>...make learning fun and interesting</td>
<td>N/A</td>
</tr>
<tr>
<td>...make me want to learn</td>
<td>N/A</td>
</tr>
<tr>
<td>...know a lot about the subjects they teach</td>
<td>N/A</td>
</tr>
<tr>
<td>...give me meaningful homework that helps me learn</td>
<td>N/A</td>
</tr>
<tr>
<td>...are interested in how I do in the future</td>
<td>N/A</td>
</tr>
<tr>
<td>...let me know how I am doing on my school work</td>
<td>N/A</td>
</tr>
</tbody>
</table>

| Violence is a problem at my school | N/A |
| Gangs are a problem at my school | N/A |
| Student drug and alcohol use are problems at my school | N/A |
| My principal does a good job running the school | N/A |
| The assistant principals are available when needed | N/A |
| My guidance counselor helps me with school and personal problems | N/A |
| Adults at my school care about me as an individual | N/A |
| Adults at my school help me when I need it | N/A |
| I like coming to my school | N/A |
| I am getting a good education at my school | N/A |
| The overall climate or feeling at my school is positive and helps me learn | N/A |
| I ride a MOCPS bus to school and I like it | N/A |
| I have an electronic device that can be brought to school on a daily basis | N/A |

<table>
<thead>
<tr>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Undecided/Unknown</td>
</tr>
<tr>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

What overall grade would you give your school during 2017-2018? N/A
2018 DATA MAP FOR 7371 - ROBERT MORGAN EDUCATIONAL CENTER

Total Number of Respondents - 59

**Commitment to Students**

- I am provided with the appropriate resources to address the needs of my students.
  - All: 58%
  - More than half: 32%
  - Less than half: 7%
  - None: 3%

- When my student(s) exhibit early warning or disruptive behaviors, they are provided interventions
  - Always: 34%
  - Sometimes: 59%
  - Never: 7%

- How often does collaboration take place among dept/grade level members to improve student outcomes?
  - Always: 17%
  - Sometimes: 47%
  - Never: 19%

- How often does your administrator provide you with feedback to improve student outcomes?
  - Weekly: 7%
  - Monthly: 31%
  - Quarterly: 25%
  - Yearly: 24%
  - Never: 12%

**Focus on Sustainable Results**

- Is school-wide data shared to inform staff of the school’s progress towards reaching established goals?
  - Yes: 100%
  - No: 0%

- I am comfortable with using data to plan for instruction
  - Strongly Agree: 46%
  - Agree: 51%
  - Undecided/Unknown: 0%

- How often do you participate in data chats with your administration?
  - Weekly: 0%
  - Monthly: 12%
  - Quarterly: 24%
  - Yearly: 44%
  - Never: 20%

- How often does your administration conduct instructional walkthroughs in your classroom?
  - Weekly: 17%
  - Monthly: 22%
  - Quarterly: 37%
  - Yearly: 19%
  - Never: 2%

- Progress monitoring data is utilized throughout the school year to ensure students receive appropriate remediation/enrichment.
  - Always: 56%
  - Sometimes: 34%
  - Never: 10%
2018 DATA MAP FOR 7371 - ROBERT MORGAN EDUCATIONAL CENTER

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>50</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>36</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>37</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>YES</td>
</tr>
<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>YES</td>
</tr>
<tr>
<td>85</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>YES</td>
</tr>
<tr>
<td>93</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>YES</td>
</tr>
<tr>
<td>78</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>YES</td>
</tr>
<tr>
<td>81</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>YES</td>
</tr>
<tr>
<td>88</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>Significantly Improved Data Findings</td>
<td>According to the 2017-2018 Climate Survey 90% of staff agree or strongly agree that they like working at Robert Morgan which is a significant increase from the 2016-2017 school climate survey at 55%.</td>
<td>Staff morale directly affects school climate and influences student engagement.</td>
<td>School Spirit and Pride</td>
</tr>
<tr>
<td></td>
<td>According to the 2017-2018 Climate Survey, teachers take fewer days than the district average and believe staff morale is high. According to the 2016-2017 school climate survey, staff morale was also high and staff show up regularly to work.</td>
<td>Teacher attendance is a necessary component in order for student learning to take place.</td>
<td>Student Engagement (Cognitive Engagement, Behavioral/Physical Engagement, Emotional Engagement)</td>
</tr>
<tr>
<td>Essential Practice for Significantly Improved Data Findings (Sustained)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Shared Vision

<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>Neutral Data Findings</td>
<td>According to the 2017-2018 Climate Survey 77% of teachers surveyed reported that Professional Development programs keep them informed of new educational strategies. The 2016-2017 school climate survey showed 73% of staff felt their PD’s were relevant and informative showing an increase during the 2017-2018 school year.</td>
<td>Providing appropriate PD’s, help teachers improve best practices and implement new educational strategies that can correlate with an increase in student learning.</td>
<td>Shared Vision</td>
</tr>
<tr>
<td></td>
<td>According to the 2017-2018 Climate Survey, 50% of the teachers surveyed reported that they have sufficient resources. The 2016-2017 school climate survey showed 33% of the teachers felt they had sufficient resources. As a result, an increase in the 2017-2018 school year.</td>
<td>Providing teachers with the understanding of the use of resources currently available and through understanding the resources needed for improvement, students are more likely to learn.</td>
<td>Interventions/RtI</td>
</tr>
<tr>
<td></td>
<td>According to the 2017-2018 Climate Survey, 49% reported that the principal is supportive of teachers where as only 26% felt supported as per the 2016-2017 school climate survey.</td>
<td>By supporting teachers through: Principal decision making (PD, team building activities, Navigator of the Month program, fostering collaboration among staff members to name a few)</td>
<td>Team Building Activities</td>
</tr>
</tbody>
</table>

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

<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>Neutral Data Findings</td>
<td>According to the 2017-2018 Climate Survey 77% of teachers surveyed reported that Professional Development programs keep them informed of new educational strategies. The 2016-2017 school climate survey showed 73% of staff felt their PD’s were relevant and informative showing an increase during the 2017-2018 school year.</td>
<td>Providing appropriate PD’s, help teachers improve best practices and implement new educational strategies that can correlate with an increase in student learning.</td>
<td>Shared Vision</td>
</tr>
<tr>
<td></td>
<td>According to the 2017-2018 Climate Survey, 50% of the teachers surveyed reported that they have sufficient resources. The 2016-2017 school climate survey showed 33% of the teachers felt they had sufficient resources. As a result, an increase in the 2017-2018 school year.</td>
<td>Providing teachers with the understanding of the use of resources currently available and through understanding the resources needed for improvement, students are more likely to learn.</td>
<td>Interventions/RtI</td>
</tr>
<tr>
<td></td>
<td>According to the 2017-2018 Climate Survey, 49% reported that the principal is supportive of teachers where as only 26% felt supported as per the 2016-2017 school climate survey.</td>
<td>By supporting teachers through: Principal decision making (PD, team building activities, Navigator of the Month program, fostering collaboration among staff members to name a few)</td>
<td>Team Building Activities</td>
</tr>
</tbody>
</table>

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

<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>Neutral Data Findings</td>
<td>According to the 2017-2018 Climate Survey 77% of teachers surveyed reported that Professional Development programs keep them informed of new educational strategies. The 2016-2017 school climate survey showed 73% of staff felt their PD’s were relevant and informative showing an increase during the 2017-2018 school year.</td>
<td>Providing appropriate PD’s, help teachers improve best practices and implement new educational strategies that can correlate with an increase in student learning.</td>
<td>Shared Vision</td>
</tr>
<tr>
<td></td>
<td>According to the 2017-2018 Climate Survey, 50% of the teachers surveyed reported that they have sufficient resources. The 2016-2017 school climate survey showed 33% of the teachers felt they had sufficient resources. As a result, an increase in the 2017-2018 school year.</td>
<td>Providing teachers with the understanding of the use of resources currently available and through understanding the resources needed for improvement, students are more likely to learn.</td>
<td>Interventions/RtI</td>
</tr>
<tr>
<td></td>
<td>According to the 2017-2018 Climate Survey, 49% reported that the principal is supportive of teachers where as only 26% felt supported as per the 2016-2017 school climate survey.</td>
<td>By supporting teachers through: Principal decision making (PD, team building activities, Navigator of the Month program, fostering collaboration among staff members to name a few)</td>
<td>Team Building Activities</td>
</tr>
</tbody>
</table>
### Essential Practice for Significantly Decreased Data Findings (Primary)

**School Spirit and Pride**

**DATA AND SYSTEMS REVIEW ORGANIZER**

**ACADEMIC PROGRAMS**

<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>Based on the 2018 climate survey, 20% of teachers responded that they never participated in data chats with their administration. During the 2016-2017 school year, 16% of the teachers reported that they do not participate in data chats and feel overwhelmed.</td>
<td>Teachers benefit through data chats by being held accountable. Furthermore, data chats help direct areas of instruction that require focus.</td>
<td>Collaborative Learning/Structures</td>
</tr>
</tbody>
</table>
| | Based on the 2017-2018 attendance data, 88 1st grade students were absent over 18+ days with 104 receiving one or more suspensions. Evidence suggests that this correlates with 70 students failing math courses. According to the 2016-2017 school improvement plan, there were 28 students who failed Algebra 1 showing an increase during the 2017-2018 school year. | Student attendance and suspensions can effect passing rates including math courses. | Attendance Monitoring / iAttend  
Early Warning Systems  
Positive Behavior Support (PBS) |
| | According to the School Climate Survey, 49% of staff are undecided or disagree that school morale is high at our school showing an increase from the 2016-2017 school climate survey showing 42%. | Students and staff benefit academically by increasing a positive school environment. | Celebrate Successes  
School Spirit and Pride  
Team Building Activities |

<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 assessment data, Geometry scores have increased for the past 3 years. 2018 - 65%, 2017 - 53%, 2016 - 47%</td>
<td>Geometry scores help maintain the school grade and imply an increased understanding of information on the SAT/ACT tests.</td>
<td>Collaborative Planning</td>
</tr>
</tbody>
</table>
| | According to assessment data, ELA scores have increased for the past 3 years. 2018 - 65%, 2017 - 58%, 2016 - 53% | ELA scores are a reflection of reading comprehension that can affect understanding of information in other content areas. | Effective Resource Utilization  
Data-Driven Instruction |
## Essential Practice for Significantly Improved Data Findings (Sustained)

### Effective Resource Utilization

<table>
<thead>
<tr>
<th>Data Rating &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>By maintaining these scores, it contributes to maintaining our current school grade. Additionally, in an effort to increase the maintained percentage of 65%, the biology teachers are participating in collaborative-common planning meetings, mentor walks, and instructional rounds. DI will be offered though Edgenuity by assigning low performing benchmarks remediation lessons. Lastly, afterschool tutoring and Saturday Academy will also be offered.</td>
<td><strong>Collaborative Planning</strong></td>
</tr>
<tr>
<td>Biology scores for the 2017-2018 school year have remained the same as last year. 2018 - 65%, 2017 - 65%, 2016 - 59%</td>
<td></td>
<td><strong>Gradual Release of Responsibilities Model (GRRM)</strong></td>
</tr>
<tr>
<td>Although U.S. History scores for the 2017-2018 school year dropped slightly, overall the change was not significant. 2018 - 70%, 2017 - 73%, 2016 - 70%</td>
<td>These scores contributes to our current school grade. Additionally, in an effort to increase the percentage of 70%, the US History cohort teachers are participating in collaborative planning meetings, mentor walks, and instructional rounds. DI will be offered though Edgenuity by assigning low performing benchmarks remediation lessons. Lastly, afterschool tutoring and Saturday Academy will also be offered.</td>
<td><strong>Differentiated Instruction</strong></td>
</tr>
</tbody>
</table>

## Essential Practice for Neutral Data Findings (Secondary)

### Planning Lessons with the End in Mind

<table>
<thead>
<tr>
<th>Data Rating &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>Students that struggle with understanding foundational math skills that are present in Algebra 1, often struggle with higher math concepts in Geometry and on tests such as the SAT and ACT.</td>
<td><strong>Collaborative Planning</strong></td>
</tr>
<tr>
<td>Students 2017-2018 Algebra 1 scores decreased 8% from the previous testing year. 2018 - 42%, 2017 - 50%</td>
<td></td>
<td><strong>Differentiated Instruction</strong></td>
</tr>
<tr>
<td>Students FSA ELA scores for 9th grade are lower than the district average and decreased by</td>
<td>Students that lack reading comprehension skills often struggle in multiple content areas such as</td>
<td><strong>Hands-on Learning</strong></td>
</tr>
</tbody>
</table>

| | Data-Driven Instruction |
2% from the previous school year. 9th grade ELA achieved 48%. Understanding word problems as it relates to Algebra I.

According to scores from the 2017-2018 school year, students in the lowest 25% continue to underperform with performance in the 40 percentiles. Algebra I - 43% and ELA - 46%.

The data evident by the lowest 25% demonstrates a need to increase focus on our lower performing students.

Effective Resource Utilization

Data-Driven Instruction

Standards-based Lesson Planning

Technology Integration

<table>
<thead>
<tr>
<th>Essential Practice for Significantly Decreased Data Findings (Primary)</th>
</tr>
</thead>
</table>

Collaborative Planning

**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**

Shared Vision

**Priority Actions for the Sustained Practice**
The school will continue to maintain a pattern of supportive interactions which foster positive staff-student relationships by: - Students will receive counseling by academy which will foster continuity throughout high school experience - Ensure adults are modeling expected behaviors - Encourage school pride through participation in activities and clubs - Communicate success of students and staff by emphasizing accomplishments

**Primary Essential Practice**

School Spirit and Pride

**Secondary Essential Practice Selection**

Empower Teachers And Staff

**ACADEMIC PROGRAMS**

**Sustained Essential Practice**

Effective Resource Utilization

**Priority Actions for the Sustained Practice**

The 10th grade ELA FSA scores have continued to show significant improvement. Robert Morgan will continue to maintain the practice of data-driven teacher placement in order to: - Increase data chats with teachers - Increase knowledge of data to improve data-driven instruction - Increase teacher collaboration - Improve the use of technology to continue engaging students

**Primary Essential Practice**

Collaborative Planning

**Secondary Essential Practice Selection**

Planning Lessons with the End in Mind

**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 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.

**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.

We strategically assign teachers based on data and continue to implement tutoring programs after school and on Saturdays. The use of Differentiated Instruction, professional development pertaining to subject area, best practices, Nearpod, and departmental collaboration is encouraged.

As evidenced by:
Decisions are made based on data, student achievement levels, and the results of the school climate survey.

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

Commitment to Students Competency allows us to continue to utilize the action steps that have proven to be successful and move them to the next level through Targeted instruction, teacher collaboration tools, and sharing of best practices.

Competency 2: Focusing on Sustainable Results

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

Currently there is a focus to increase achievement in Algebra 1 due to underperformance and an 8 point decrease from the 2016-2017 school year.

As evidenced by:

Classroom walk-throughs and Algebra 1 scores.

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

The goals for this year will be to provide teachers with data relating to the lowest 25% as well as support as it pertains to student achievement and learning gains.

Competency 3: Developing Others

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

We are developing systems to be put in place to empower others. Those systems include: New (Pirate) Teacher Orientation, Administrator's In Training (AIT) program, peer mentors, MINT mentoring and leadership retreats to increase capacity.

As evidenced by:

Department chairs data chats, AIT/Administrative Leadership retreats to increase leadership capacity.

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

By expanding leadership capacity it will lead to increased student achievement, learning gains, and leadership among the leadership team.

Competency 4: Engages the Team

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

Data chats are limited to the core subject tested areas. The 2017-2018 school climate survey indicates that 20% of faculty are never engaged in data chats with administration.

As evidenced by:

We held department chair data chats before the school year began to set a focus for the respective department. We held a data chat with the entire staff for opening of school. And we have schedule both AP & Academy teacher data chats for the month of September 2018 in an effort to engage more staff members in the school improvement process in an effort to increase awareness and achievement.

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

The School Leadership Team will expand by communicating pertinent data with staff through whole-group, small-group, and individual meetings and develop action steps within departments to increase school-wide achievements.

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

Shared Vision

Priority Actions for the Sustained Essential Practice

The school will continue to maintain a pattern of supportive interactions which foster positive staff-student relationships by: - Students will receive counseling by academy which will foster continuity throughout high school experience - Ensure adults are modeling expected behaviors - Encourage school pride through participation in activities and clubs - Communicate success of students and staff by emphasizing accomplishments

Primary Essential Practice Selection

School Spirit and Pride

Priority Actions for the Primary Essential Practice

The school will improve the communication and monitoring practices to ensure alignment with shared vision by: - Communication of the 2017-2018 data through whole-group, small-group, one-on-one meetings - Develop action steps within departments to increase school-wide achievements - Cross-curricular, data-driven conversations after each assessment period

Secondary Essential Practice Selection

Empower Teachers And Staff

Priority Actions to Enhance the Secondary Essential Practice

The school will continue to improve professional relationships between school staff that support effective collaboration by: - team-building within departments - creating an environment where everyone feels safe and comfortable sharing thoughts and ideas - creating formal and informal opportunities for collaboration and communication

ACADEMIC PROGRAMS

Sustained Essential Practice

Effective Resource Utilization

Priority Actions for the Sustained Essential Practice

The 10th grade ELA FSA scores have continued to show significant improvement. Robert Morgan will continue to maintain the practice of data-driven teacher placement in order to: - Increase data chats with teachers - Increase knowledge of data to improve data-driven instruction - Increase teacher collaboration - Improve the use of technology to continue engaging students

Primary Essential Practice Selection

Collaborative Planning

Priority Actions for the Primary Essential Practice
With Algebra 1, teacher collaborative planning is the primary action needed. Within the collaborative planning, teachers will also analyze prior years data specific to the standards. Teachers will share best practices and produce common lessons with innovative, technological aspects.

**Secondary Essential Practice Selection**

Planning Lessons with the End in Mind

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

Within the Biology cohort, teachers will have time to collaboratively plan during after school meetings or through those common planning periods. Through Instructional Rounds, teachers can observe other teachers in the same cohort and discuss best practices. Stakeholders will also devise data driven lessons to improve test scores.

**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 data chats are expanded to encompass larger sub-groups, then our acceleration points will increase. If staff morale increases, then collaboration will increase which will improve student achievement. If teachers continue to enjoy working at Robert Morgan, then teacher turnover will remain below the district average.

**ACADEMIC PROGRAMS**

**OUTCOME STATEMENT**

Academic Programs

If collaborative planning and support increases, then Algebra I and Biology EOC scores will increase. If data-driven staff selection continues, then FSA ELA scores will continue to increase.

**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
## Opening of School Professional Development Agenda

**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

<table>
<thead>
<tr>
<th>Opening of School Date</th>
<th>Process Description</th>
<th>Activity Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>(08/14 - 08/17) AM-PM</td>
<td>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</td>
<td>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</td>
</tr>
<tr>
<td>8/16/18 - Primary &amp; Essential Practices - Data Chats - Collaborative Planning - Teacher Assignments - PD</td>
<td>Nearpod presentation</td>
<td>Mr. Fox</td>
</tr>
<tr>
<td>8/16/18 - Engages the Team</td>
<td>Team-Building Activity</td>
<td>Susan Feliciano and Ashley Castellano</td>
</tr>
<tr>
<td>8/17/18 - Collaborative Planning</td>
<td>Department Meetings</td>
<td>Department Chairs and Academy Leaders</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>