

MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

4341- Parkway Elementary School

Principal (Last Name, First Name)

Fernandez, Maria

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

DaCosta, Althea

MTSS Coordinator (Last Name, First Name)

Cox, Monique

Demographic Overview

Parkway Elementary School is located in the heart of the City of Miami Gardens, Florida. The school services students in grades Pre-Kindergarten through Fifth grades. The current student enrollment is 265 students, comprised of 91% Black students, 8% Hispanics, and 1% White students. The school also provides services to Gifted students (6%), English Learners (8%), and Special Education students (13%).

Current School Status

a. Provide the School's Mission Statement

Through the use of technology and a direct instruction approach to literacy, Parkway Elementary School provides the foundation and skills needed for students to excel in all curriculum areas in elementary school and beyond.

b. Provide the School's Vision Statement

The faculty and staff of Parkway Elementary School believe that success in life is a product of positive attitude and action. Through this belief, we will provide students with the skills needed to achieve academic and behavioral excellence and become lifelong readers and learners. Parkway Elementary School students will accept and meet the challenges of the 21st Century.

School Narrative

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

Parkway Elementary School serves a diverse community in Miami Gardens, Florida. For over 50 years, the school has provided a strong, traditional academic program for students in Grades Pre-Kindergarten through Fifth. In addition, the school provides after-school services to meet the needs of the community. The school also provides opportunities for students and teachers to utilize technology, such as, iPads, laptop computers, and interactive whiteboards. Our students are encouraged to Bring Their Own Device (BYOD).

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, intersession 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 10 – July 19, 2019)

Phase I of the School Improvement Process will begin at the 2019 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 2019-2020 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 2019 Synergy Summer Institute.

July 10 - July 19, 2019

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 2019-2020 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 2019-2020 Opening of Schools*

DAY ONE- Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will review all 2018-2019 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 AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the 2018-2019 School Climate Survey feedback from students, 87% of the students agreed with the statement, "I am getting a good education at my school.", as compared to the 2017-2018 survey, when 80% of the students agreed with the same statement, a 7 percentage points difference.	This is impactful because it demonstrates that teachers engage the students to be active participants in their education. We can impact this data point by increasing the proficiency levels.	Student Voice
	According to the 2018-2019 School Climate Survey feedback from staff, 100% of the teachers agreed with the statement, "PD programs keep me informed of new educational strategies, as compared to the 2017-2018 school year, when 88% of the staff agreed with the same statement, a 12 percentage points difference.	The use of newly acquired knowledge and/or best practices from Professional Development will positively impact student achievement.	Empower Teachers And Staff
	According to the 2018-2019 School Teachers' Survey Feedback, 50% of the teachers believe that Administration set high standards for teaching, learning, and improvement at my school by attending collaborative planning sessions as compared to the 2017-2018 survey where only 15% believed the same statement, a 35 percentage points difference.	This is impactful because all stakeholders are able to identify the "look fors" during classroom walk-throughs. We can impact this data by increasing instructional rigor.	Communicate With Stakeholders

Essential Practice for Significantly Improved Data Findings (Sustained)

Empower Teachers And Staff

Data Rating	Data Findings & Area	Rationale for Selection of Data	Connected Essential
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	Be specific in defining each data element below.	Why was this data finding selected as being most impactful?	Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the 2018-2019 School Climate Survey, 80% of the teachers agreed with the statement, "I feel safe and secure at work.", as compared to the 2017-2018 survey, which remained stable, in the 80% range.	Additional safety measures were added to increase the safety and security of students and staff. This data is impactful because it will ensure an optimal learning environment for teachers and students.	Consistent Protocols to Maintain a Healthy and Safe School Environment
	According to the 2018-2019 Data Map, student attendance, the days absent remained stable at approximately 50%, when compared to the 2017-2018 school year.	Student attendance remained stable. This had an impact by increasing students' proficiency on the 2019 Reading and Mathematics FSA. By continuing to increase Student Attendance, student proficiency should continue to increase.	Attendance Initiatives
	According to the 2018-2019 Data Map teacher attendance, the days absent in the "0 Days Absent" remained stable, at 17%, when compared to the 2017-2018 school year.	Teacher attendance directly impacts student achievement, thus impacting our school goal of a letter grade of a "B".	Rewards/Incentives

Essential Practice for Neutral Data Findings (Secondary)

Attendance Initiatives

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2018-2019 Data Map, Disciplinary Referrals were at 25%, as compared to 2017-2018, when referrals were at 10%, an increase in referrals by 15 percentage points.	This data finding was selected because there should be a decrease, rather than an increase, in student referrals. The referrals negatively impact student achievement. This was a factor in not reaching our goal.	Social and Emotional Learning (SEL)
	According to the 2018-2019 Data Map, Students with Early Warning System Indicators in Reading was at 16%. In Mathematics, 19% of students failed, compared to 2017-2018, when the failure rate was 3% in Reading and 16% in Mathematics, an increase of 13% in Reading and 5% in Math.	This data finding was selected because there should be a decrease rather than an increase of students failing in core academic programs. This negatively impacts literacy and Mathematics skills, thus leading to decreased proficiency. This was a factor in not reaching our goal.	Response to Early Warning Systems (EWS)

According to the 2018-2019 School Climate Survey, 100% of teachers agreed with the statement, "My ability to do my job at school is limited by student deficiencies in basic academic skills as compared to the 2017-2018 survey, where only 50% agreed with the same statement, a 50% difference.	The data finding was selected because there should be a decrease, rather than an increase of the student deficiencies in basic academic skills. The goal is to increase literacy and Mathematics proficiency in order to close the achievement gap. This was a factor in not reaching our goal.	Response to Early Warning Systems (EWS)
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Essential Practice for Significantly Decreased Data Findings (Primary)

Social and Emotional Learning (SEL)

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	3rd Grade FSA ELA proficiency increased by 10 percentage points, from 58% to 68%, when comparing the data from the 2017-2018 and 2018-2019 school years.	Due to the increase in 3rd grade ELA proficiency in 2018-2019, we should see an increase in the 2019-2020 4th grade ELA proficiency because more students are entering 4th grade at grade level.	Differentiated Instruction
	Overall FSA ELA proficiency scores increased 9 percentage points, from 49% to 58%, when comparing the 2017-2018 and 2018-2019 school years.	This is impactful because it closes the achievement gap and will result in a higher school grade, as well as, increase student achievement.	Standards-Aligned Instruction
	Overall FSA Mathematics proficiency scores increased by 7 percentage points, from 55% to 62%, when comparing the 2017-2018 and 2018-2019 school years.	This is impactful because it closes the achievement gap and will result in a higher school grade, as well as, increase student achievement.	Gradual Release of Responsibilities Model (GRRM)

Essential Practice for Significantly Improved Data Findings (Sustained)

Effective Curriculum and Resource Utilization

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?

Neutral Data Findings	The 5th-grade cohort remained stable on the FSA Mathematics, from 59% to 62%, when comparing the 2017-2018 and 2018-2019 school years.	Since the FSA proficiency remained stable, this impacted our school grade from increasing to a "B". This is also impactful because those students will lack the prerequisite skills.	Standards-Based Collaborative Planning
	5th Grade FSA ELA proficiency remained unchanged at 54%, when comparing the 2017-2018 and 2018-2019 school years.	Since the proficiency remained unchanged, this impacted our school grade from increasing to a "B". This is also impactful because those students will lack the prerequisite skills.	Standards-Based Collaborative Planning
	The 5th Grade Statewide Science Assessment remained stable, from 38% to 35%, a 3 percentage points decrease, when comparing the 2017-2018 and 2018-2019 school years.	Students need scientific thinking skills in order to meet proficiency. This is impactful because those students will lack the prerequisite skills.	Hands-on Learning

Essential Practice for Neutral Data Findings (Secondary)

Standards-Based Collaborative Planning

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	Overall, FSA ELA learning gains decreased by 15 percentage points, from 60% to 45%, when comparing the 2017-2018 and 2018-2019 school years.	The FSA ELA learning gains decreased, which impacted our school goal of 61%. All students should reach a minimum of a year's growth on the FSA assessments.	Data-Driven Instruction
	Overall FSA Mathematics learning gains decreased by 7 percentage points, from 62% to 55%, when comparing the 2017-2018 and 2018-2019 school years.	The FSA Mathematics learning gains decreased, which impacted our school goal of 63%. This negatively impacted our students from achieving a year's growth.	Corrective Feedback for Students
	The FSA ELA L25% students decreased 15 percentage points, from 67% to 52%, when comparing the 2017-2018 and 2018-2019 school years.	The FSA ELA L25% students' learning gains decreased, which impacted our school goal of 68%. This is impactful because the Differentiated Instruction was not as effective as it should have been.	Differentiated Instruction

Essential Practice for Significantly Decreased Data Findings (Primary)

Extended Learning Opportunities

ESSENTIAL PRACTICES REVIEW

School Leadership Teams will examine the "Connected Essential Practices" column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a

consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.

Sustained Essential Practice

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

Primary Essential Practice

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Decreased Data Findings” section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school’s overall performance during the 2019-2020 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 2019-2020 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2019-2020 school year.

SCHOOL CULTURE

Sustained Essential Practice

Empower Teachers And Staff

Primary Essential Practice

Social and Emotional Learning (SEL)

Secondary Essential Practice

Attendance Initiatives

ACADEMIC PROGRAMS

Sustained Essential Practice

Effective Curriculum and Resource Utilization

Primary Essential Practice

Extended Learning Opportunities

Secondary Essential Practice

Standards-Based Collaborative Planning

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 2019-2020 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 2019-2020 school year.

Competency 1: Commitment to Students

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

The School Leadership Team is totally committed to students as evidenced by putting the students' learning at the center of all decisions.

As evidenced by:

The teachers attend weekly Collaborative Planning sessions and attend monthly Professional Development sessions at the school-site. Additionally, teachers participate in monthly literacy activities, such as, celebrating Dr. Suess' birthday and Poetry Month. Additionally, students were given extended learning opportunities, which included before and after school tutoring, Saturday Academy, and Science Camp.

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

The School Leadership Team will explore the possibility of establishing a Student Council that will give students a voice to express themselves to all stakeholders.

Competency 2: Focusing on Sustainable Results

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

The School Leadership Team recognizes that we regularly track students' progress and involve students in monitoring their own progress.

As evidenced by:

This is evidenced by school-wide data trackers, classroom data charts, students work folders, data conversations agendas, and assessment data.

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

The School Leadership Team will continue to utilize data trackers to monitor students' progress to ensure that students are on grade level in Reading and Mathematics.

Competency 3: Developing Others

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

The School Leadership Team recognizes that teachers need continuous Professional Development in order to stay abreast of current research-based, high-yield instructional strategies.

As evidenced by:

This is evidenced by weekly Collaborative Planning, monthly school-site Professional Development, and Best Practices Sharing Meetings. Additionally, the MINT Team meets regularly with early career teachers. Furthermore, the School Leadership Team conducts frequent data conversations with teachers.

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

The School Leadership Team will prioritize and promote teacher Professional Development and growth.

Competency 4: Engages the Team

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

The School Leadership Team empowers all stakeholders in promoting the morale and performance of the team.

As evidenced by:

This is evidenced by monthly literacy-building activities, school social committee gatherings, parent nights, a mentoring program, and EESAC meetings.

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

The School Leadership Team will continue to involve all stakeholders in the decision-making process in order to increase student achievement.

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 2019-2020 school year.

Sustained Essential Practice

SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2019-2020 school year.

Secondary and Primary Essential Practices

SLTs will identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2019-2020 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 2019-2020 school year. These actions will be captured under Priority Actions.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2019-2020 school year.

SCHOOL CULTURE

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

Teachers will be offered the opportunity to share best practices on a monthly basis, as well as, being offered professional development on STEM strategies.

Primary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Primary Essential Practice

The school will continue to implement the student Mentorship Program and implement a Student Pledge to promote intrinsic motivation and school pride.

Secondary Essential Practice

Attendance Initiatives

Priority Actions to Enhance the Secondary Essential Practice

The school will continue to focus on improving student attendance by continuing to use attendance monitoring, trackers, morning announcements, Attendance Review Committee meetings, technology, Truancy Meetings, iAttend program, and personal telephone calls. We will introduce quarterly school dances, awards and drawings as incentives for students.

ACADEMIC PROGRAMS

Sustained Essential Practice

Effective Curriculum and Resource Utilization

Priority Actions for the Sustained Essential Practice

The school will continue to utilize the curriculum and resources provided by the district to maximize student learning.

Primary Essential Practice

Extended Learning Opportunities

Priority Actions for the Primary Essential Practice

Extended learning and enrichment opportunities will be provided for student participation beyond the school day.

Secondary Essential Practice

Standards-Based Collaborative Planning

Priority Actions to Enhance the Secondary Essential Practice

Teachers will continue to engage in collaborative planning that will lead to improvement in standard aligned lesson quality, instructional effectiveness, and student achievement.

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 2019-2020 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 2019-2020 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If we successfully implement the sustained essential practice, Empowering Teachers and Staff, then teachers and staff will develop new skills and levels of capability. If we successfully implement the primary essential practice, Social and Emotional Learning, then students' behavior will improve and student referrals will decrease. If we successfully implement the secondary essential practice and continue to monitor and improve students' attendance, then students will increase proficiency and learning gains.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement the sustained essential practice, Effective Curriculum and Resource Utilization, then student proficiency will increase. If we successfully implement the primary essential practice, Extended Learning Opportunities, then the student achievement gap will continue to close. If we successfully implement the secondary essential practice, Standards-Based Collaborative Planning, then teachers will be able to strategically deliver standards-based instruction.

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*

Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic	Process Description	Activity Lead
(08/15/19) AM-PM	<p><i>What topic will be shared?</i></p> <ul style="list-style-type: none"> • <i>Data and Systems Review Summary</i> • <i>School Leadership Core Competency Course Reflections</i> • <i>Sustained Essential Practice</i> • <i>Primary & Secondary Essential Practice Selections</i> 	<p><i>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</i></p>	<p><i>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</i></p>

	<ul style="list-style-type: none"> • <i>Priority Actions</i> • <i>Outcome Statements</i> 		
08/15/19 Media Center 8:30 - 9:15 am	Review Phase 1 SIP School Culture & Setting Norms	Video: Before You Judge Someone	Synergy Team: Karen Laing, Tanya Ritchie, and India Roberts
9:15 -10:15 am	Data and Systems Review Summary	Promethean Board Display and Hand-Outs	Karen Laing
10:15 am - 12:00 noon	Sustained, Primary and Secondary Essential Practice	Final Word Protocol and Note-Taking and Note-Making Protocol: Block Party Reflections on Essential Practices	Karen Laing
1:00 - 2:00 pm	Continue with Sustained, Primary and Secondary Essential Practice	Protocol: Carousel Think and Share	India Roberts
2:00 - 3:00		PowerPoint and Hand-Out "If we successfully implement...then" staements	Tanya Ritchie