School Location # -5381

Name of School - E.W.F. STIRRUP ELEMENTARY
E.W.F. Stirrup Elementary School is a Title 1 School that houses approximately 930 students of which 83% percent receive free or reduced lunch. We are a Silver STEAM designated school, which integrates science, technology, engineering, visual and performing arts and mathematics across the curriculum, affording students the opportunity to explore and develop an aptitude and passion for those subjects, leading them to pursue further education and careers in STEAM - related fields. The STEAM Program emphasizes critical thinking and problem solving within the STEAM subjects, infuses technology across the curriculum, incorporates project-based learning, involves students in specialized field trips and competitions, and exposes students to an extensive performing arts program. E.W.F. Stirrup Elementary also offers the EFL program, which is dedicated to developing a bilingual and bi-literate curriculum. High standards are in place to ensure that each student is challenged to reach his/her full potential for the multicultural society of our times. Our Teaching Enrichment Activities to Minorities (TEAM) program is designed to provide for the instruction of higher order thinking skills to students within predominantly minority-populated schools in a self-contained elementary school classroom setting. TEAM integrates thinking skills instruction within all subject areas to strengthen the thinking processes of students. We also have a chorus program and a student orchestra, provide before and after school tutoring, and offer before and after school child care services. We are a Choice School, have a vibrant and active PTA, and have developed partnerships with universities, community organizations and businesses in order to provide enhanced quality programming and experiences for our students and broader school community. E.W.F. Stirrup’s teachers’ greatest challenge is a diverse multicultural population, including a significant number of students from foreign countries, some with limited exposure to educational systems. The result of these challenges is a student population and families with deficient English language skills and correspondingly limited economic opportunities and social hurdles encountered by recent immigrant groups. Teachers must develop innovative teaching strategies and methodologies to deal with these challenges. The counselors provide this assistance through individual and small group counseling sessions and intervention programs. The Community Involvement Specialists have developed communication strategies to stress the importance of regular school attendance and accordingly reduce absenteeism while establishing better communication between the home and school.
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

### DATA AND SYSTEMS REVIEW ORGANIZER

#### SCHOOL CULTURE

<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significantly Improved Data Findings</strong></td>
<td>Data from the 2018 Road Map/Teacher Retention Survey shows 69% of teachers remain at the school 7+ years, which is 4% points higher than the district.</td>
<td>Seasoned teachers provide a positive impact on school morale and culture by sharing best practices as mentors to new staff within grade level meetings and PLC's; and providing continuity of instructional practices.</td>
<td>Shared Leadership</td>
</tr>
<tr>
<td></td>
<td>Data from the 2018 Road Map/Focus on Sustainable Results shows 100% of teachers feel comfortable using data to plan for instruction.</td>
<td>Use of data affects lesson plans and activities in order to promote growth in academic areas making a direct impact on student achievement.</td>
<td>Shared Vision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Team Building Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Goal oriented learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Technology Integration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Consistent Protocols</td>
</tr>
</tbody>
</table>

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

Consistent Protocols

<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Neutral Data Findings</strong></td>
<td>Data from the Early Warning System Dashboard shows that the percentage of students with 10 or less absences was 80% in 2016-2017 compared to 78% in 2017-2018.</td>
<td>Student attendance is essential for academic achievement. Students missing more than 10 school days will likely experience decline in academic achievement.</td>
<td>Rewards/Incentives</td>
</tr>
<tr>
<td></td>
<td>Data from the 2018 Road Map/Focus on Sustainable Results shows 87% of teachers reported participating in quarterly and yearly data chats with school administrators.</td>
<td>Data analysis on a more frequent basis results in more effective realignment of instructional practices and delivery of interventions.</td>
<td>Attendance Monitoring / iAttend</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student Engagement (Cognitive Engagement, Behavioral/Physical Engagement, Emotional Engagement)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interventions/RtI</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Consistent Protocols</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Empower Teachers And Staff</td>
</tr>
</tbody>
</table>
### Essential Practice for Neutral Data Findings (Secondary)

**Attendance Monitoring / iAttend**

<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significantly Decreased Data Findings</td>
<td>Data from the 2018 Road Map/Engages the Team shows 26% of teachers feel they don't have the opportunity for leadership roles in the school.</td>
<td>Perceived lack of opportunities in leadership roles within the school can lead to low morale among the staff and affect the culture of the school as a whole.</td>
<td>Shared Leadership, Shared Vision, Empower Teachers And Staff</td>
</tr>
<tr>
<td></td>
<td>Data from the 2018 Road Map/Focus on Sustainable Results shows 34% of teachers feel that data is only sometimes used for student enrichment and remediation.</td>
<td>Lack of utilization of data to effectively deliver enrichment and remediation impacts differentiated instruction, meeting individual student needs and overall academic achievement.</td>
<td>Interventions/RtI, Early Warning Systems, Student-centered Instruction</td>
</tr>
</tbody>
</table>

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

Shared Leadership

#### 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>Significantly Improved Data Findings</td>
<td>Science proficiency increased by 9 percentage points in 2017-2018 compared to the 2016-2017 school year.</td>
<td>The improvement of science proficiency scores provided significant number of points towards school accountability. The three year upward trend demonstrates overall effectiveness of supplemental program (J and J Boot Camp) and improved instructional strategies.</td>
<td>Hands-on Learning, Effective Questioning (Higher-order Thinking Questions, Questioning Strategies), Inquiry-based Learning (Project based/Problem based learning)</td>
</tr>
<tr>
<td></td>
<td>There was a 6 percentage point increase in the 3rd grade math proficiency (65%) scores in 2017-2018 compared 3rd grade math proficiency (55%) scores in 2016-2017.</td>
<td>The improvement of math proficiency scores in third grade in comparison to grades four and five, created the most impact towards accountability. Additionally, these results indicate a needed shift in the overall proficiency performance of grades four and five.</td>
<td>Differentiated Instruction, Interventions/RtI, Technology Integration</td>
</tr>
</tbody>
</table>
### Essential Practice for Significantly Improved Data Findings (Sustained)

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

<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>School-wide reading proficiency remained at 58% during 2017-2018 compared to the 2016-2017 school year.</td>
<td>Data trends show minimal growth in reading proficiency, thereby indicating a needed shift in improved instructional practices, intervention and/or enrichment.</td>
<td>Data-Driven Instruction, CRISS - Creating Independence through Student-owned Strategies</td>
</tr>
<tr>
<td></td>
<td>School-wide math proficiency improved by one percentage point in 2017-2018 (60%) compared to 2016-2017 (59%).</td>
<td>Data trends show minimal growth or declines in math proficiency, thereby indicating a needed shift in improved instructional practices, intervention and/or enrichment.</td>
<td>Collaborative Planning, Enrichment Activities, Differentiated Instruction</td>
</tr>
</tbody>
</table>

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

Data-Driven Instruction

<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 Decreased Data Findings</td>
<td>Data from the 2018 Data Road Map/Academic Programs-School Subgroups indicates there was a 15 percentage point decline in math proficiency for students with disabilities between 2017 and 2018 school year.</td>
<td>Decline in math proficiency scores for students with disabilities indicates the school should review current educational placement, instructional strategies and intervention programs for this subgroup.</td>
<td>Classroom Walk-throughs, Differentiated Instruction, Ongoing Progress Monitoring</td>
</tr>
<tr>
<td></td>
<td>Data from the 2018 Data Road Map/Academic Programs-School Subgroups indicates Math proficiency in 4th grade declined 6 percentage points in 2017-2018 (62%) compared to 2016-2017 (56%).</td>
<td>Data trends show minimal growth or declines in math proficiency, thereby indicating a needed shift in improved instructional practices, intervention and/or enrichment.</td>
<td>Hands-on Learning, Differentiated Instruction, Ongoing Progress Monitoring</td>
</tr>
</tbody>
</table>

### Essential Practice for Significantly Decreased Data Findings (Primary)
Differentiated Instruction

**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**

Consistent Protocols

**Priority Actions for the Sustained Practice**

The school will continue to offer professional developmental opportunities at the school site or through District offered PDs to assist teachers with data analysis and instructional planning, as well as increasing the frequency of data chats with administrators from quarterly to monthly. School Attendance Committee will implement an attendance incentive program to recognize both classroom and individual student's success.

**Primary Essential Practice**

Shared Leadership

**Secondary Essential Practice Selection**

Attendance Monitoring / iAttend

**ACADEMIC PROGRAMS**

**Sustained Essential Practice**

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

**Priority Actions for the Sustained Practice**

The school will continue providing the science boot camp, robotics, and the steam showcases.
Primary Essential Practice
Differentiated Instruction

Secondary Essential Practice Selection
Data-Driven Instruction

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.

The findings of the School Leadership team reflect that a large portion of the staff has misunderstandings regarding inclusionary practices and the needs of students with disabilities. Oftentimes a culture of ownership is lacking, "that's not my student." Teachers believe it is someone else's responsibility to implement interventions as they have rarely been required to do it themselves given allocation of interventionists. Additionally, they lack understanding of gifted characteristics and criteria for referrals.

As evidenced by:

- Minimal gifted referrals. Minimal RFA requests or counselor referrals. Large inclusion classes with large population of ESE students all in one room.

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

Teachers will deliver their own interventions to students. Professional development for inclusionary practices and gifted referral criteria will be provided. Data chats will be held with greater frequency to monitor effectiveness of interventions and realign, as needed.

---

**Competency 2: Focusing on Sustainable Results**

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

The findings of the School Leadership team found that using more hands-on and inquiry based strategies assisted in increasing grade 5 FCAT Science scores.

As evidenced by:

- Increase of 9 percentage point in the grade 5 FCAT Science scores on the 2018 school data map.

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

Teachers will use baseline, mid year and topic test data to focus on instructional practices while monitoring and providing feedback to the students.

---

**Competency 3: Developing Others**

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

The findings of the School Leadership team reflect that school wide professional development takes place on the district required days as well as peer observations.

As evidenced by:

- My learning plan registrations and evaluations.
Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.

The school leadership team feels that we need to separate time during faculty meetings in order for teachers to disseminate information and strategies learned while attending PD's. A form will be created and used during peer observations.

**Competency 4: Engages the Team**

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

The School Leadership team reflects that they are provided the information by the administrators and later disseminate that information to the appropriate grade levels. This is done to assist in the process as opposed to having teachers pull their own data.

As evidenced by:

Sign in sheets. Agendas. Grade level minutes.

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

At the opening of schools meeting the teachers will be given the opportunity to provide input to the administration regarding where the immediate concerns/needs of the school are. An information sharing system will be put in place where key leadership positions meet. There will be bi-weekly meetings with grade level chairs and the school leadership team (comprised of administration and reading coach). This system will facilitate the sharing of information and the frequency of data reporting and analysis.

**DAY THREE - Synergy Summer Institute**

**PRIORITY ACTIONS DEVELOPMENT**

*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*

Consistent Protocols

*Priority Actions for the Sustained Essential Practice*

The school will continue to offer professional developmental opportunities at the school site or through District offered PD's to assist teachers with data analysis and instructional planning, as well as increasing the frequency of data chats with administrators from quarterly to monthly. School Attendance Committee will implement an attendance incentive program to recognize both classroom and individual student's success.

*Primary Essential Practice Selection*

Shared Leadership

*Priority Actions for the Primary Essential Practice*

Leadership role positions will be opened annually.

*Secondary Essential Practice Selection*

Attendance Monitoring / iAttend
**Priority Actions to Enhance the Secondary Essential Practice**

Attendance incentives will be implemented quarterly for individuals and monthly for classrooms.

**ACADEMIC PROGRAMS**

**Sustained Essential Practice**

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

**Priority Actions for the Sustained Essential Practice**

The school will continue providing the science boot camp, robotics, and the steam showcases.

**Primary Essential Practice Selection**

Differentiated Instruction

**Priority Actions for the Primary Essential Practice**

The school will provide professional development in the areas of differentiated instruction and data analysis. We will monitor teacher progress through administrative walk-throughs and support will be given to teachers by the reading coach.

**Secondary Essential Practice Selection**

Data-Driven Instruction

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

This school year we will be following pacing guides with fidelity and implementing FSA weekly assessments. Progress monitoring will occur using a performance monitoring chart.

**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 our school sustains the practice of Consistent Protocols, then data will continue to gear instructional priorities and strategies. If our school enhances the practice of Attendance Monitoring/iAttend, then our student attendance will improve rather than staying stagnant. If our school integrates the practice of Interventions/RTI, then all Tier 2 and Tier 3 students will receive additional instructional support.

**ACADEMIC PROGRAMS**

**OUTCOME STATEMENT**

Academic Programs

If our school sustains the practice of Inquiry Based Learning, then the fifth grade Science scores should continue to increase. If our school enhances the practice of Data-Driven instruction, then student scores on the FSA ELA will increase. If our school integrates the practice of Differentiated Instruction, then all instructional delivery will be targeted to specific student needs thereby improving student learning gains.

**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

<table>
<thead>
<tr>
<th>Opening of School Date</th>
<th>Phase I Topic</th>
<th>Process Description</th>
<th>Activity Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>(08/14 - 08/17) AM-PM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/16/18 @8:20am</td>
<td>*synergy topics *opening of schools *policies and procedures *expectations of the year *data presentation *standard based grading *SIP *PD calendar *dismissal changes</td>
<td>Agenda, promethean presentations, protocols</td>
<td>Ms. Simon, Principal Ms. Moise, A.P. Ms. Cabrera, Reading Coach Ms. Evora, ESOL chair Ms. Mestre, Pre-K SPED</td>
</tr>
<tr>
<td>9/10/18 @8:20am</td>
<td>*differentiated instruction *WonderWorks training</td>
<td>Agenda, promethean presentations</td>
<td>Ms. Simon, Principal Ms. Moise, A.P. Ms. Cabrera, Reading Coach</td>
</tr>
<tr>
<td>9/19/18 @8:20am</td>
<td>*IPEGS training</td>
<td>Agenda, promethean presentation</td>
<td>Ms. Simon, Principal Ms. Moise, A.P. Ms. Cabrera, Reading Coach</td>
</tr>
<tr>
<td>11/21/18 @8:20am</td>
<td>*how to identify gifted students *referral paperwork and procedures</td>
<td>Agenda, promethean presentation, manipulatives/examples</td>
<td>Ms. Simon, Principal Ms. Moise, A.P. Ms. Cabrera, Reading Coach</td>
</tr>
<tr>
<td>1/18/19 @8:20am</td>
<td></td>
<td>Agenda, promethean presentation, handouts</td>
<td>Ms. Simon, Principal Ms. Moise, A.P. Ms. Cabrera, Reading Coach</td>
</tr>
</tbody>
</table>