School Location # -5381
Name of School - E.W.F. STIRRUP ELEMENTARY
MIAMI DADE COUNTY PUBLIC SCHOOLS
School Improvement Process

School Information

Name of School (School Number - School Name)
E. W. F. Stirrup Elementary

Principal (Last Name, First Name)
Simon, Naomi P.

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)
Smith-Moise, Sandra

MTSS Coordinator (Last Name, First Name)
Smith-Moise, Sandra

Demographic Overview

E.W.F. Stirrup currently serves a diverse multicultural community of 865 students, consisting of ninety-four percent Hispanic, two percent White Non-Hispanic, one percent African American, and three percent Asian in Pre-Kindergarten through fifth grade. E.W.F. Stirrup employs two administrators, sixty-four full-time staff members and fifteen part-time personnel. Additional teachers include: Art, Music, Physical Education, ESOL, Bilingual, as well as two counselors, one Speech Therapist, two full-time office staff, and six full-time custodians. Fifty-four percent of the staff members are Hispanic, twenty-five percent Black, and nineteen percent are White. Eighty-eight percent of staff members are female and twelve percent are male. The average teaching experience is thirteen years. E.W.F. Stirrup offers a before-school and after-school care program serving approximately 250 students.

E.W.F. Stirrup’s teachers’ greatest challenge is serving a diverse multicultural population, including a significant number of students from foreign countries, some with limited exposure to educational systems. The result of this challenge is a student population with families deficient in English language skills, which means they have limited economic opportunities and other social hurdles encountered by recent immigrant groups. In addition, these families have a limited understanding of the impact of school attendance in learning. Teachers must develop innovative teaching strategies and methodologies to deal with these challenges. The counselors provide assistance through individual and small group counseling sessions and intervention programs. The Community Liaison Specialist has developed targeted communication strategies to stress the importance of regular school attendance and accordingly reduce absenteeism while establishing better communication between the home and school.

Current School Status

a. Provide the School's Mission Statement

The mission of E.W.F. Stirrup Elementary School is to enhance the oral and written language development in a multicultural population through varied learning experiences, enabling each student to achieve his/her maximum potential within the total educational program. Teachers, parents and community members will nurture the confidence, self-esteem, and expressive abilities necessary for students to ultimately become productive citizens.

b. Provide the School's Vision Statement

E.W.F. Stirrup Elementary school is committed to providing students with exemplary instruction designed to educate the whole child so that they may become a productive member of the community. We nurture intellectual curiosity, collaborative critical thinking and effective communication. We strive to create a school culture that fosters the social and emotional development of each child while supporting their ability to achieve at the highest levels. We encourage all members of the community to contribute to the support of student
learning and to act as collaborative partners in the education of our children. Students are guided in the exploration of their intellectual, artistic, technological, physical, social and character development. Our rigorous, standard-based instructional program is geared toward enabling all students to meet the challenges of the future with confidence and compassion.

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.

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.

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

https://mdcpsportalapps2.dadeschools.net/SIP/form
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

<table>
<thead>
<tr>
<th>SCHOOL CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Rating</strong></td>
</tr>
</tbody>
</table>

https://mdcpsportalapps2.dadeschools.net/SIP/form
<table>
<thead>
<tr>
<th>Significantly Improved Data Findings</th>
<th>Why was this data finding selected as being most impactful?</th>
<th>Which Essential Practice(s) contributed most to the data findings?</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to the 2018-2019 School Climate Survey, 76% of students agree that their guidance counselor helps them with school and personal problems as compared to the 2017-2018 survey where only 46% agreed with the same statement, an increase of 30 percentage points.</td>
<td>Students' mental health and emotional well being are intricately connected to student achievement.</td>
<td>Effective Use of School and District Support Personnel, Inclusivity, Tolerance and Anti-Bullying, Social and Emotional Learning (SEL)</td>
</tr>
<tr>
<td>According to the 2018-2019 School Climate Survey, 80% of staff agree that progress monitoring data is utilized throughout the school year to ensure students receive appropriate remediation/enrichment as compared to the 2017-2018 survey where 66% agreed, an increase of 14 percentage points.</td>
<td>Consistent progress monitoring of student assessment data leads to more effective planning and instructional delivery thereby positively impacting student achievement.</td>
<td>Response to Early Warning Systems (EWS), Empower Teachers And Staff, Communicate With Stakeholders</td>
</tr>
<tr>
<td>According to the 2018-2019 School Climate Survey, 65% of teachers agree that they were provided feedback on instructional delivery from administration as compared to the 2017-2018 survey where 36% agreed, an increase of 29 percentage points.</td>
<td>Receiving constructive criticism provides teachers an opportunity to fine tune instructional strategies in order to facilitate planning and better meet diverse student needs.</td>
<td>Communicate With Stakeholders, Celebrate Successes, Empower Teachers And Staff</td>
</tr>
</tbody>
</table>

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

Social and Emotional Learning (SEL)

<table>
<thead>
<tr>
<th>Data Rating &amp; Area</th>
<th>Rationale for Selection of Data: Why was this data finding selected as being most impactful?</th>
<th>Connected Essential Practices: Which Essential Practice(s) contributed most to the data findings?</th>
</tr>
</thead>
</table>
### Neutral Data Findings

**According to the 2018-2019 Student Attendance Data report, 52% of students were absent less than 6 days as compared to 52% in 2017-2018 data, demonstrating no change in percentage.**

- Student attendance is directly correlated to student achievement. Despite the fact that the trend has remained neutral, there is substantial room for improvement since 48% of our students are absent more than 6 days.

**Both the 2017-2018 and 2018-2019 School Climate Survey, indicated that 94% of the staff agreed that professional development opportunities kept them informed of new educational strategies, demonstrating no change in percentage.**

- IPEGS and continuing professional indicators support that teachers must remain current on content and instructional strategies to ensure improved student achievement.

**According to the 2018-2019 School Climate Survey, 86% of students agree that teachers require them to work very hard for their grades, as compared to the 2017-2018 survey where 89% agreed with the same statement, demonstrating a minimal difference of 3 percentage points.**

- Student academic achievement is correlated to their individual accountability.

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

#### Attendance Initiatives

<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significantly Decreased Data Findings</strong></td>
<td>According to the 2018-2019 School Climate Survey 72% of students agreed that adults at their school help them when needed as compared to the 2017-2018 survey where 83% agreed with the same statement, an 11 percentage point decrease.</td>
<td>Why was this data finding selected as being most impactful?</td>
<td>Which Essential Practice(s) contributed most to the data findings?</td>
</tr>
<tr>
<td><strong>Data Rating</strong></td>
<td><strong>Data Findings &amp; Area</strong></td>
<td><strong>Rationale for Selection of Data</strong></td>
<td><strong>Connected Essential Practices</strong></td>
</tr>
<tr>
<td><strong>Be specific in defining each data element below.</strong></td>
<td>Students need to feel support from faculty and staff in order to establish positive relationships that promote achievement.</td>
<td></td>
<td>Staff-Student Connections</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Promoting Growth Mindset</td>
</tr>
</tbody>
</table>
According to the 2018-2019 School Climate Survey, 53% of teachers feel that there were not adequate disciplinary measures to deal with disruptive behavior as compared to the 2017-2018 survey where 77% agreed with the same statement, a 24 percentage point decrease.

Discipline within the classroom and school directly affect the academic progress and emotional well-being for students.

According to the 2018-2019 School Climate Survey, 34% of the staff feel that staff morale is high at their school as compared to the 2017-2018 survey where 80% agreed with the same statement, a 46 percentage point decrease.

Staff morale directly impacts the school culture and achievement. As a result, a positive school culture fosters academic progress but especially an emotionally stable environment.

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

Team Building Activities

**DATA AND SYSTEMS REVIEW ORGANIZER**

**ACADEMIC PROGRAMS**

<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
<th>Rational for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significantly Improved Data Findings</strong></td>
<td>According to the 2018-2019 FSA Mathematics results, 67% of students in Grades 3-5 demonstrated learning gains as compared to 57% in 2017-2018, an increase of 10 percentage points.</td>
<td>Consistent data-driven instruction and standards-aligned instruction with accountable teacher and student data chats positively impacted student achievement.</td>
<td>Collaborative Data Chats</td>
</tr>
<tr>
<td><strong>Data Rating</strong></td>
<td><strong>Data Findings &amp; Area</strong></td>
<td><strong>Rationale for Selection of Data</strong></td>
<td><strong>Connected Essential Practices</strong></td>
</tr>
<tr>
<td>Be specific in defining each data element below.</td>
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<td>Why was this data finding selected as being most impactful?</td>
<td>Which Essential Practice(s) contributed most to the data findings?</td>
</tr>
<tr>
<td><strong>Collaborative Data Chats</strong></td>
<td></td>
<td></td>
<td>Data-Driven Instruction</td>
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<td></td>
<td></td>
<td>Standards-Aligned Instruction</td>
</tr>
</tbody>
</table>
According to the 2018-2019 FSA ELA results, 62% of students in Grade 5 demonstrated proficiency compared to 57% in 2017-2018 and 53% in 2016-2017, an increase of 5 percentage points and 9 percentage points, respectively.

Three year trend data demonstrates a positive increase in student performance in 5th grade indicating standards-aligned instructional practices and collaborative planning have had a positive impact on student achievement.

Effective Curriculum and Resource Utilization
Data-Driven Instruction
Standards-Based Collaborative Planning

According to the 2018-2019 SAT-10 Math results, the median percentile rank of our 1st grade students was 83 in comparison to the district's median percentile rank of 59 and other Tier 1 schools' median percentile rank of 65, a difference of 24 points and 18 points, respectively.

Consistent data-driven, differentiated instruction and planning utilizing the results of topic assessments, iReady diagnostics and lessons positively impacted student achievement.

Differentiated Instruction
Data-Driven Instruction
Ongoing Progress Monitoring

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

**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>
</table>
| Neutral Data Findings | According to the 2018-2019 FSA ELA results, 61% of the Lowest 25% of students in Grades 3-5 demonstrated learning gains as compared to 61% in 2017-2018, demonstrating no shift in percentage. | Providing targeted Tier 2 and Tier 3 interventions and monitoring effectiveness would lead to improved learning gains of the Lowest 25%. | Differentiated Instruction
Interventions/RtI
Ongoing Progress Monitoring |
| | According to the 2018-2019 FSA Math results, 55% of the Lowest 25% of students in Grades 3-5 demonstrated learning gains as compared to 54% in 2017-2018 and 53% in 2016-2017, demonstrating minimal shifts. | Providing targeted Tier 2 and Tier 3 interventions and monitoring effectiveness would lead to improved learning gains of the Lowest 25%. | Differentiated Instruction
Interventions/RtI
Ongoing Progress Monitoring |
| | Three-year trend data demonstrates minimal shifts in student proficiency rates for both FSA ELA (59% in 2017, 59% in 2018, 60% in 2019) and | Instructional planning for increased rigor and enrichment | Differentiated Instruction |
FSA Math (61% in 2017, 60% in 2018, 61% in 2019) for students in Grades 3 - 5. would lead to improved proficiency rates. Extended Learning Opportunities Student-Centered Learning

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

**Interventions/RtI**

<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significantly Decreased Data Findings</strong></td>
<td>According to the 2018-2019 Science Achievement results, 52% of students in Grades 5 demonstrated proficiency as compared to 60% in 2017-2018, a decrease of 8 percentage points. Consistent standard-based collaborative planning and participation in professional development for newly available curriculum resources would lead to positive student achievement.</td>
<td>Why was this data finding selected as being most impactful?</td>
<td>Effective Curriculum and Resource Utilization Academic Vocabulary Instruction Standards-Based Collaborative Planning</td>
</tr>
<tr>
<td></td>
<td>According to the 2018-2019 FSA ELA results, 56% of students in Grade 3 demonstrated proficiency as compared to 63% in 2017-2018, a decrease of 7 percentage points. Further school-site data analysis demonstrated 0% proficiency for the SWD subgroup in Grade 3. Consistent data-driven instruction, implementation of Tier 2 and Tier 3 intervention program, as well as effective use of inclusionary strategies for SWD students would lead to positive student achievement.</td>
<td>Effective Instruction</td>
<td>Differentiated Instruction Effective Curriculum and Resource Utilization other SWD Inclusionary Practices and Strategies</td>
</tr>
<tr>
<td></td>
<td>According to the 2018-2019 SAT-10 ELA results, the median percentile rank of our 2nd grade students was 50 in comparison to the district's median percentile rank of 55 and other Tier 1 schools' median percentile rank of 59, a difference of 5 points and 9 points, respectively. Consistent data-driven, differentiated instruction, implementation of Tier 2 and Tier 3 intervention program, and professional development in the ELA instructional framework</td>
<td>Consistent data-driven, differentiated instruction, implementation of Tier 2 and Tier 3 intervention program, and professional development in the ELA instructional framework</td>
<td>Data-Driven Instruction Establishing and Implementing Instructional Frameworks</td>
</tr>
</tbody>
</table>

[https://mdcpsportalapps2.dadeschools.net/SIP/form](https://mdcpsportalapps2.dadeschools.net/SIP/form)
Essential Practice for Significantly Decreased Data Findings (Primary)

Effective Curriculum and Resource Utilization

**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**

Social and Emotional Learning (SEL)

**Primary Essential Practice**

Team Building Activities

**Secondary Essential Practice**

Attendance Initiatives

**ACADEMIC PROGRAMS**

**Sustained Essential Practice**

Data-Driven Instruction
Primary Essential Practice

Effective Curriculum and Resource Utilization

Secondary Essential Practice

Interventions/RtI

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 findings of the School Leadership team reflect that a large portion of the staff believe that student academic achievement and social emotional learning are a priority. We believe all students have the ability to learn and continue to foster a school culture in which all stakeholders take responsibility for student welfare, however, there is a lack of ownership as some staff believe "that's not my student" and therefore, "not my problem." Additionally, the school culture isn't always indicative that all teachers set high expectations for their students.

As evidenced by:
The School Climate Survey showed that students feel supported by both teacher and counselors. This can be attributed to the implementation of the Values Matters curriculum led by the student services department. In addition, we had an increase in the number of referrals for the gifted program. The results of the survey also indicated that while there were a number of psycho-educational evaluations, teachers don't fully understand the MTSS process. Overall, the school's data results for the 2018-2019 school year reveal minimal progress of the lowest 25% and SWD subgroup.

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

Professional development on SEL Competencies and the MTSS will be provided. Administrators will perform targeted administrator walkthrus aligned with IPEGS and school data findings. Data chats will be held consistently with both teachers and students to monitor effectiveness of instructional practices.

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 reflect that teachers and staff are kept informed, that they participated in data chats with administration quarterly, and that progress monitoring data is utilized throughout the school year to ensure students are receiving appropriate remediation and enrichment. While data is analyzed and reviewed, only a limited number of teachers reported feeling comfortable incorporating it into their weekly lesson plans.

As evidenced by:

The School Improvement Process Data Map show a large portion of teachers are utilizing data quarterly, but less so are using it weekly and monthly. Eighty percent of teachers report that progress monitoring data is utilized throughout the school year to ensure students received appropriate remediation/enrichment, however, administrative walkthrus indicate minimal incorporation of data as only a limited number of lesson plans capture differentiated instruction.

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 assessment data to focus on instructional practices while monitoring and providing feedback to students. Teachers will prioritize student need as shown in topic assessment data and use results to drive their planning and instruction.

Competency 3: Developing Others

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

The findings of the School Leadership team reflect that only 35% of staff feel that they are being supported by teacher leaders and less than 25% report that they are provided feedback on their lesson planning frequently. Seventy-five percent of teachers reported that during faculty meetings instructional strategies are discussed and 68% indicated having opportunities to share best practices are shared.

As evidenced by:

Grade level meeting minutes indicate teachers have concerns about limited opportunities for collaborative planning. The School Improvement Process Data Map results reveal teachers reported receiving limited feedback on their lesson planning.

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

The PLST will survey teachers quarterly to identify professional development needs, develop PD opportunities that support identified needs and monitor implementation. Promote and highlight effective practices at monthly
faculty meetings using a "Show and Tell" format. Administrators will regularly give positive/negative feedback to teachers on specific practices/strategies during walkthrus, data chats and formal observation.

### Competency 4: Engages the Team

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

The findings of the School Leadership team reflect that teachers and staff are kept informed, are provided opportunities to accept various leadership roles, know the essential practices and are provided the opportunity to participate in the school improvement process. On the other hand, school climate survey results show low staff morale because teachers believe that their ideas aren't considered, and that personnel don't work together as a team. It is also worth noting, that the roles and areas of expertise of the members of the PLST need to be clarified to the staff in order to support their instructional needs.

As evidenced by:

The School Improvement Process Data Map, faculty agendas and the results of the School Climate Survey show teachers are provided numerous opportunities to participate in leadership roles. The School Climate Survey reveal low staff morale and that teachers do not believe their ideas are considered.

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

Throughout the year, the SLT will clearly communicate a compelling vision to motivate the group's effort, involve the team to define goals, promote team moral, and enhance performance. This will occur by implementing team building exercises during monthly faculty meetings, putting a system in place to recognize successes, and use of a weekly communication bulletin.

### 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**

Social and Emotional Learning (SEL)

**Priority Actions for the Sustained Essential Practice**

The school will continue to support Social and Emotional Learning (SEL) through the Student Services department and district, as well as school-site, offered professional development.

**Primary Essential Practice**

Team Building Activities

**Priority Actions for the Primary Essential Practice**

The school will incorporate team building activities throughout the year.

**Secondary Essential Practice**

Attendance Initiatives

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

The school will implement revised attendance incentives and initiatives.

**ACADEMIC PROGRAMS**

**Sustained Essential Practice**

Data-Driven Instruction

**Priority Actions for the Sustained Essential Practice**

The school will continue to utilize data protocols to monitor student assessment results and provide feedback.

**Primary Essential Practice**

Effective Curriculum and Resource Utilization

**Priority Actions for the Primary Essential Practice**

The school will offer professional development on effective utilization and implementation of the newly adopted Science series.

**Secondary Essential Practice**

Interventions/RtI

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

The school will implement the newly revised MTSS process and Intervention Placement charts to develop a comprehensive intervention program.

**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 our school sustains the practice of Social and Emotional Learning, then students will continue to grow in all areas and feel supported by the adults at their school. If our school enhances the practice of Attendance Initiative, then our student attendance will improve rather than staying stagnant. If our school integrates the practice of Team Building Activities, then school morale will increase creating a positive school culture.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If our school sustains the practice of data-driven instruction, then students will continue to demonstrate learning gains. If our school enhances the practice of Interventions/RtI, then our students in the Lowest 25% will demonstrate increased learning gains. If our school improves the practice of Effective Curriculum and Resource Utilization, then our science achievement will improve.

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
### Opening of School Professional Development Agenda

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity Lead</th>
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<tr>
<td></td>
<td><em>Academic Primary Essential Practice</em></td>
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<td><em>Secondary Academic Essential Practice</em></td>
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<td>Review academic performance data and review the primary and secondary essential practices. We will then utilize the protocol, &quot;Profile of a student&quot; in small groups with scenarios applicable to Elementary School. Subsequently, we will discuss Social and Emotional competencies and the MTSS process.</td>
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<td>8/15/2019 PM</td>
<td><em>Culture Primary Essential Practice: Team Building</em></td>
<td>Ms. Simon, Principal Ms. Smith-Moise, A.P. Ms. Cabrera, Reading Coach Ms. Evora, ESOL chair Ms. Mestre, Teacher Ms. Vila, Teacher Ms. Jordan, Teacher</td>
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<td><em>Culture Secondary Essential Practice: Attendance</em></td>
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<td>We will be utilizing the &quot;Amazing Race&quot; as a team building activity. Each small group will present their process and the challenges/success they faced in accomplishing the team goal. As a staff, we will draw connections between the activity and a continuation of working together to accomplish delineated objectives. We will then review attendance data and existing process for monitoring, promoting and submitting truancy referrals. As a staff we will streamline attendance incentives and processes.</td>
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