SCHOOL IMPROVEMENT PROCESS 2018 - 2019

School Location # -0271

Name of School - BENT TREE ES
MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)
0271-Bent Tree Elementary

Principal (Last Name, First Name)
Falcon, Emily

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)
Ruiz-Garcia, Carmen

Demographic Overview

The student population is 92% Hispanic, 5% White, 1% Black, and 2% other. 45% of the students are enrolled in the ELL program, 18% of students are SWD, 53% of the students have free lunch and 24% of the students have reduced lunch. 52% of the students in Bent Tree Elementary are males and 48% are females.

a. Provide the School's Mission Statement

The mission of Bent Tree Elementary is to provide our students with a challenging educational program that will develop intellectual, social, emotional, and physical growth in a positive and supportive environment as we encourage, empower, and expect each student to become a productive member of society. All students will be given the tools needed to become active learners that access information and synthesize ideas to solve real world problems.

b. Provide the School's Vision Statement

The vision of Bent Tree Elementary School is to unite the school and community in teaching our students the value of education. By instilling the value of education in our students we are creating lifelong learners that will develop into responsible, productive members of society.

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

Bent Tree Elementary School is proud to have met the criteria mandated by the state as we have received an 'A' from The Florida Department of Education for the last sixteen years. We are in compliance with the mandated teacher to student ratios as indicated by the state of Florida with the average being 18:1 in the Primary Grades and 22:1 in the Intermediate grades. In addition, there are 8 Autism Spectrum Disorder (ASD) Self-Contained units. Also, in order to meet the dynamics of the SWD curriculum our Self-Contained ASD Units have an average of 7 students; with a full-time teacher and paraprofessional. EFL (Extended Foreign Language) self-contained classes are offered in Kindergarten through 2nd grade. Bent Tree Elementary ELL students receive inclusion ELL instruction by an ESOL certified teacher assisting daily in the classrooms.

Are you a Title I School?

yes
Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

**Phase I: Data Analysis (July 11 – July 27, 2018)**

Phase I of the School Improvement Process will begin at the 2018 Synergy Summer Institute. The School Leadership Team (SLT) will participate and collaborate in a 3-day development workshop to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year. After an analysis of the data, the SLT will reflect on the current practices and processes contributing to the data results during a guided Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school’s continuous improvement process. The SLT will develop overarching Outcome Statements for the 2018-2019 school year. During the Synergy Summer Institute, the SLT will participate in coursework aimed to develop School Leadership Core Competencies to support the implementation of the school’s continuous improvement process.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school’s plan will address, and be aligned to, the school’s unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture Data Map
- School Culture Data and Systems Review Organizer
- Academic Programs Data Map
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

**Phase I**

**Data Analysis**

**Analyze - Reflect - Identify**

Phase I will be completed during the 2018 Synergy Summer Institute.

**July 11- July 27, 2018**
During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year’s data outcomes. The series of professional development courses on School Leadership Core Competencies will assist schools in developing and implementing the School’s Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

Through data disaggregation, reflection and discussion, the SLT’s goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2018-2019 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

- Identifying the Priority Actions for each Essential Practice selected
- Identifying the Outcome Statements for School Culture and Academic Programs
- Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2018 – 2019 Opening of Schools

DAY ONE- Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will review all 2017-2018 data points provided on the subsequent pages in the individualized School Culture Data Map and Academic Programs Data Map to analyze the results using the Data Driven Dialogue Protocol. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

Data and Systems Review

1. Using the Data Driven Dialogue Protocol, SLTs will analyze the School Culture and Academic Programs Data Maps (i.e. student level data, teacher level data, and parent level data) and discuss findings.
2. Within the Data and Systems Review Organizer, classify data findings into the second column titled: “Data Findings & Area” based on their appropriate rating (input no more than three data points for each rating):

   - **Significantly Improved Data Findings**: Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school’s overall success.
• **Neutral Data Findings**: Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate within the norm performance. Select the data points that, if improved, could have the greatest impact on the school’s overall performance.

• **Significantly Decreased Data Findings**: Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.

3. **Within the Data and Systems Review Organizer**, input a rationale for each data finding into the third column titled “Rationale for Selection of Data” for School Culture and Academic Programs.

4. **Within the Data and Systems Review Organizer**, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled “Connected Essential Practices”. Input no more than three Essential Practices for each data finding.

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school’s performance.

**Data Maps**

The following Data Maps were provided to schools during the 2018 Synergy Institute. The maps are organized in two parts, School Culture and Academic Programs. Data found on the includes:

- **Student Attendance Comparisons**
- **Student Disciplinary Referrals by Grade-level**
- **Early Warning System Indicators by Grade-level**
- **Teacher Attendance**
- **Teacher Retention**
- **School Climate Survey Feedback from Staff**
- **School Climate Survey Feedback from Students**
- **School Improvement Data from Staff on:**
  - **Commitment to Students**
  - **Focus on Sustained Results**
  - **Develop Others**
  - **Engages the Team**
- **2018 FSA Data for all Tested Subjects by Grade-level**
- **2018 SAT-10 Data by Grade-level**
- **2018 FSA Data for all Tested Subjects by Subgroup**

**School Culture Data Map**
2018 DATA MAP FOR 0271 - BENT TREE ELEM

Climate Survey Feedback From Students (48 responses)

- I feel safe in my school: 56% Strongly Agree, 42% Agree, 2% Undecided/Unknown
- My school building is kept clean and in good condition: 56% Strongly Agree, 42% Agree, 2% Disagree
- Students in my school usually follow the rules: 11% Strongly Agree, 50% Agree, 32% Undecided/Unknown
- There are too many students in my classroom and that affects how much I learn: 10% Strongly Agree, 33% Agree, 44% Undecided/Unknown
- My teachers require that I work very hard for the grades I get: 73% Strongly Agree, 17% Agree, 2% Disagree
- My school has enough books and equipment to help me learn: 35% Strongly Agree, 8% Agree, 2% Undecided/Unknown
- Food served for lunch at my school looks good and tastes good: 31% Strongly Agree, 19% Agree, 8% Undecided/Unknown
- I like the choice of classes I have at this school: 29% Strongly Agree, 2% Agree, 10% Undecided/Unknown

My teachers:
- ...are friendly and easy to talk to: 65% Strongly Agree, 27% Agree, 8% Undecided/Unknown
- ...make learning fun and interesting: 60% Strongly Agree, 40% Agree, 6% Undecided/Unknown
- ...make me want to learn: 52% Strongly Agree, 38% Agree, 4% Undecided/Unknown
- ...know a lot about the subjects they teach: 51% Strongly Agree, 35% Agree, 10% Undecided/Unknown
- ...give me meaningful homework that helps me learn: 33% Strongly Agree, 40% Agree, 17% Undecided/Unknown
- ...are interested in how I do in the future: 52% Strongly Agree, 17% Agree, 2% Undecided/Unknown
- ...let me know how I am doing on my school work: 65% Strongly Agree, 33% Agree, 2% Undecided/Unknown

- Violence is a problem at my school: 19% Strongly Agree, 56% Agree, 2% Undecided/Unknown
- Gangs are a problem at my school: 21% Strongly Agree, 69% Agree, 2% Undecided/Unknown
- Student drug and alcohol use are problems at my school: 24% Strongly Agree, 92% Agree, 2% Undecided/Unknown
- My principal does a good job running the school: 81% Strongly Agree, 8% Agree, 4% Undecided/Unknown
- The assistant principals are available when needed: 23% Strongly Agree, 21% Agree, 6% Undecided/Unknown
- My guidance counselor helps me with school and personal problems: 40% Strongly Agree, 27% Agree, 13% Undecided/Unknown
- Adults at my school care about me as an individual: 40% Strongly Agree, 35% Agree, 13% Undecided/Unknown
- Adults at my school help me when I need it: 44% Strongly Agree, 19% Agree, 10% Undecided/Unknown
- I like coming to my school: 44% Strongly Agree, 19% Agree, 13% Undecided/Unknown
- I am getting a good education at my school: 52% Strongly Agree, 35% Agree, 4% Undecided/Unknown
- The overall climate or feeling at my school is positive and helps me learn: 52% Strongly Agree, 44% Agree, 6% Undecided/Unknown
- I ride a MDCPS bus to school and I like it: 81% Strongly Agree, 4% Agree, 8% Undecided/Unknown
- I have an electronic device that can be brought to school on a daily basis: 42% Strongly Agree, 13% Agree, 19% Undecided/Unknown

What overall grade would you give your school during 2017-2018? A
2018 DATA MAP FOR 0271 - BENT TREE ELEM

Total Number of Respondents - 36

Commitment to Students

I am provided with the appropriate resources to address the needs of my students.

- 60% All
- 17% More than half
- 6% Less than half
- 8% None

When my student(s) exhibit early warning or disruptive behaviors, they are provided interventions

- 44 Always
- 42 Sometimes
- 14 Never

How often does collaboration take place among dept/grade level members to improve student outcomes?

- 39 Always
- 25 Sometimes
- 28 Never
- 3 Never

How often does your administrator provide you with feedback to improve student outcomes?

- Weekly: 3
- Monthly: 19
- Quarterly: 64
- Yearly: 6
- Never: 6

Focus on Sustainable Results

Is school-wide data shared to inform staff of the school’s progress towards reaching established goals?

- Yes: 100
- No: 0

I am comfortable with using data to plan for instruction

- Strongly Agree: 53
- Agree: 42
- Undecided/Unknown: 0
- Disagree: 0
- Strongly Disagree: 5

How often do you participate in data chats with your administration?

- Weekly: 0
- Monthly: 14
- Quarterly: 58
- Yearly: 6
- Never: 22

How often does your administration conduct instructional walkthroughs in your classroom?

- Weekly: 28
- Monthly: 44
- Quarterly: 8
- Yearly: 11
- Never: 0

Progress monitoring data is utilized throughout the school year to ensure students receive appropriate remediation/enrichment.

- Always: 81
- Sometimes: 14
- Never: 6
### Developing Others

**How often do you receive guidance in using data to plan your instruction?**

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<thead>
<tr>
<th>% of respondents</th>
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<td>Weekly</td>
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<td>Quarterly</td>
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<td>Yearly</td>
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<td>Never</td>
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- 14% Weekly
- 0% Biweekly
- 25% Monthly
- 39% Quarterly
- 0% Yearly
- 22% Never

**How often are you supported by teacher leaders?**

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<th>% of respondents</th>
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<td>Weekly</td>
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<td>Quarterly</td>
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<td>Yearly</td>
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<tr>
<td>Never</td>
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</tbody>
</table>

- 33% Weekly
- 0% Biweekly
- 22% Monthly
- 31% Quarterly
- 8% Yearly
- 6% Never

**Following a PD opportunity, I am provided with support/resources to implement the newly learned strategy.**

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<th>% of respondents</th>
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<td>Always</td>
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<td>Sometimes</td>
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<td>Never</td>
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- 58% Always
- 42% Sometimes
- 0% Never

**My administration sets high standards for teaching, learning, and improvement at my school site by...**

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<tr>
<th>% of respondents</th>
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<td>Providing...</td>
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<td>Opportunities</td>
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<td>learning...</td>
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<td>collaborative...</td>
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<td>planning...</td>
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<td>Discussing...</td>
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<td>instructional...</td>
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<td>strategies...</td>
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<td>at leadership...</td>
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<td>on instructional</td>
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<td>Providing...</td>
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<td>feedback...</td>
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<td>on lesson...</td>
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<td>planning...</td>
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</table>

- 18% Always
- 24% Sometimes
- 0% Never

### Engages the Team

**Do you know your school’s vision statement?**

- 92% Yes
- 8% No

**Do you know your school’s mission statement?**

- 100% Yes
- 0% No

**Do you know your school’s goals and objectives for the year?**

- 94% Yes
- 6% No

**Are you provided the opportunity to actively participate in establishing academic goals for the school year?**

- 97% Yes
- 3% No

**Are you provided with opportunities to give input about school improvement?**

- 97% Yes
- 3% No

**Each year, all staff members have the opportunity to be considered for leadership roles at my school.**

- 92% Yes
- 8% No
### 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>The 2018 Data Map for Bent Tree Elementary, indicates that teacher retention in the range of 7+ years was 76% percentage points in comparison to the district's 65% percentage points; thus, surpassing the district by 11 percentage points.</td>
<td>Teacher input is considered in the decision-making process at the school. In addition, teachers are provided support through an administrative open-door policy, job embedded professional development, and recognition of instructional effectiveness.</td>
<td>Celebrate Successes</td>
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<td>Rewards/Incentives</td>
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<td>School Spirit and Pride</td>
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<td>The 2018 Data Map for Bent Tree Elementary, indicates that when teachers were asked if they liked working at their school, 75% of the teachers strongly agreed and 25% agreed. In conclusion, the data indicates that 100% of the teachers like working at Bent Tree Elementary.</td>
<td>Teachers are recognized for their effective teaching practices and invited to share best practices with other staff members.</td>
<td>Celebrate Successes</td>
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#### Essential Practice for Significantly Improved Data Findings (Sustained)

**Character Education / Values Matter**

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<tr>
<th>Data Rating</th>
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<tbody>
<tr>
<td><strong>Neutral Data Findings</strong></td>
<td>In the 2017-2018 school year, the number of disciplinary referrals remained low at 2% of students receive 1 disciplinary referral in comparison to the district’s 3% disciplinary referral rate.</td>
<td>Teachers refer students with disciplinary issues to the counselor for intervention. In addition, the counselor provides monthly Values Matters Miami lessons to students.</td>
<td>Rewards/Incentives</td>
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<td>Teachers at the school communicate with parents in a variety of ways including but</td>
<td><strong>Effective Use of Support Personnel</strong></td>
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teachers agree that the lack of concern from parents influences their ability to do the best job at the school.

not limited to notes on student agendas, telephone calls, email, use messaging smartphone applications, and connect-Ed messages.

<table>
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<tr>
<th>Essential Practice for Neutral Data Findings (Secondary)</th>
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<tr>
<td>Communicate With Stakeholders</td>
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<tr>
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<tbody>
<tr>
<td><strong>Significantly Decreased Data Findings</strong></td>
<td>The 2018 Data Map for Bent Tree Elementary, indicates that teacher attendance ranging from 5.5-10 days was 50% percentage points in comparison to the district's 38% percentage points; thus, surpassing the district by 12 percentage points.</td>
<td>Student Learning is affected by teacher attendance due to the loss of effective instructional time.</td>
<td>Shared Vision</td>
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<td>According to the 2017-2018 Early Warning System Indicators, 41 students were absent 18 or more days in the school year. In comparison to the district, the data indicates that there was no difference between the school and the district, both have 10%.</td>
<td>Student Learning is affected by the lack of student attendance due to the loss of instructional time.</td>
<td>Attendance Monitoring / iAttend</td>
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<thead>
<tr>
<th>Essential Practice for Significantly Decreased Data Findings (Primary)</th>
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<tr>
<td>Shared Vision</td>
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<tr>
<th>DATA AND SYSTEMS REVIEW ORGANIZER</th>
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<tr>
<td><strong>ACADEMIC PROGRAMS</strong></td>
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<tbody>
<tr>
<td><strong>Data</strong></td>
<td><strong>Findings</strong></td>
<td><strong>&amp; Area</strong></td>
<td><strong>Rationale for Selection of Data</strong></td>
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<td>Why was this data finding selected as being most impactful?</td>
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<tr>
<th><strong>Shared Vision</strong></th>
<th><strong>Rewards/Incentives</strong></th>
<th><strong>Effective Use of Support Personnel</strong></th>
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**Data and Systems Review Organizer**
| **Significantly Improved Data Findings** |  | **contributed most to the data findings?** |
|-----------------------------------------|  |----------------------------------------|
| The 2018 FSA ELA scores of students scoring proficiency levels 3-5 was 67%, Bent Tree Students outperformed the district by 17%, of which the district score was 60%. |  | Data-Driven Instruction |
|  |  | Differentiated Instruction |
|  |  | Effective Resource Utilization |
| The Bent Tree Elementary 2018 FSA Math scores indicate learning gains of 84% compared to 64% districtwide. |  | Collaborative Planning |
|  |  | Enrichment Activities |
|  |  | Technology Integration |

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

Data-Driven Instruction

<table>
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<tr>
<th><strong>Data Rating</strong></th>
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<th><strong>Connected Essential Practices</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Neutral Data Findings</strong></td>
<td>The 3 Year Grade 4 FSA ELA proficiency data indicates that no growth has been made from 2016-2018. In 2016 67% of the students’ scores proficiency, in 2017 69% of students scored proficiency, and in 2018 67% of students scored proficiency.</td>
<td>There is evidence to suggest that limited use of hands on activities impact student achievement.</td>
<td>Hands-on Learning</td>
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<td>Differentiated Instruction</td>
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<td>Student Centered Instruction / Learning</td>
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<td>The 3 Year Grade 4 FSA Math proficiency data indicates that no growth has been made from 2017-2018. In 2017 76% of students scored proficiency, and in 2018 75% of students scored proficiency.</td>
<td>Despite the increase in SWD in 4th and 5th grade our math proficiency remains the same.</td>
<td>Data-Driven Instruction</td>
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<td>Differentiated Instruction</td>
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<td>Student Centered Learning</td>
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### Essential Practice for Neutral Data Findings (Secondary)

**Hands-on Learning**

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<tr>
<th>Data Rating</th>
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<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significantly Decreased Data Findings</strong></td>
<td>When compared to 2nd Grade Tier 1 schools there was a 13% difference in 2018 SAT-10 Reading student achievement as compared to 2nd graders at Bent Tree Elementary.</td>
<td>For the 2018-2019 school year more 3rd graders will start the year performing below grade level.</td>
<td>Differentiated Instruction</td>
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<td>When compared to Tier 1 schools in 1st grade there was a 16% difference in 2018 SAT-10 Math student achievement as compared to the 1st graders at Bent Tree Elementary.</td>
<td>For the 2018-2019 school year more 2nd graders will start the year performing below grade level.</td>
<td>Differentiated Instruction</td>
</tr>
</tbody>
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### 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**

Character Education / Values Matter

**Priority Actions for the Sustained Practice**

In order to increase positive student behavior, students will be recognized throughout the year for making the right choices. Teachers will recognize students positive behaviors through the counselors Values Matter monthly recognition incentive program. Teachers will be encouraged to refer students to the Do the Right Thing program.

**Primary Essential Practice**

Shared Vision

**Secondary Essential Practice Selection**

Communicate With Stakeholders
ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Practice

Teachers will utilize assessment data to drive instruction and monitor student progress. Teachers will conduct frequent data chats and goal setting with students. Teachers will meet with the leadership team for quarterly data chats to discuss student progress, attendance, and social/emotional needs.

Primary Essential Practice

Differentiated Instruction

Secondary Essential Practice Selection

Hands-on Learning

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.

Our school's leadership current reality regarding commitment to students is moderate to high because we have been consistently an "A" school since 1999; however, we can strive to do better in primary reading.

As evidenced by:

As evidenced by our Climate Survey Feedback, FSA test results, and our school's "A" maintained grade.

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

We will provide additional support to teachers with reading professional development for differentiated instruction and best practices. We will also provide teachers with learning walks in classrooms that have successful differentiated instruction models.

**Competency 2: Focusing on Sustainable Results**

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

Our school's leadership current reality regarding focusing on sustainable results is that our instruction and planning are data driven; therefore, we will continue with the data driven planning and instruction.

As evidenced by:

As evidenced by our FSA tests results and our school's "A" maintained grade.

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 focusing on data driven planning/instruction and differentiated instruction.

**Competency 3: Developing Others**

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

Currently the school's leadership team is try to grow the school's morale and culture by inviting all faculty to become actively involved in receiving constructive feedback regarding instructional practices.

As evidenced by:

Climate Survey Feedback

Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.
Our school leadership team will develop common language to provide constructive feedback, which will help the faculty grow as educators.

**Competency 4: Engages the Team**

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

Our current leadership team's shows inspirational videos during faculty meetings, provides staff with a weekly newsletter, and uses needs assessment surveys to assess the needs and wants of the faculty.

**As evidenced by:**

As evidenced by faculty meetings' agendas, sign-in sheets, copy of the weekly newsletter, and the needs assessment survey feedback.

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

Our school leadership team will engage faculty in team building activities which will build staff togetherness and improve the schools' overall culture.

**DAY THREE- Synergy Summer Institute**

**PRIORITY ACTIONS DEVELOPMENT**

*School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2018-2019 school year.*

**Sustained Essential Practice**

SLTs will review the Priority Actions for the Sustained Essential Practice.

**Secondary and Primary Essential Practices**

SLTs identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2018-2019 school year.

*The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2018-2019 school year.***

**SCHOOL CULTURE**

**Sustained Essential Practice**

Character Education / Values Matter
Priority Actions for the Sustained Essential Practice

In order to increase positive student behavior, students will be recognized throughout the year for making the right choices. Teachers will recognize students positive behaviors through the counselors Values Matter monthly recognition incentive program. Teachers will be encouraged to refer students to the Do the Right Thing program.

Primary Essential Practice Selection

Shared Vision

Priority Actions for the Primary Essential Practice

Communicate goals at the beginning of the 2018-2019 school year with all stakeholders. Teachers will engage in monthly team building activities that will unite staff members and build morale. Students will be recognized throughout the year through student recognition programs. The PTA will host various activities that will encourage parent participation. The community will be invited to participate in school wide activities.

Secondary Essential Practice Selection

Communicate With Stakeholders

Priority Actions to Enhance the Secondary Essential Practice

The school will continue to communicate with all stakeholders using various forms of communication. Communication will be provided through Connect Ed messages, newsletters, school calendar, flyers, and emails. Communication will go home in English and Spanish.

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Teachers will utilize assessment data to drive instruction and monitor student progress. Teachers will conduct frequent data chats and goal setting with students. Teachers will meet with the leadership team for quarterly data chats to discuss student progress, attendance, and social/emotional needs.

Primary Essential Practice Selection

Differentiated Instruction

Priority Actions for the Primary Essential Practice

Provide additional professional development in differentiated instruction. Allow teachers to visit other teachers who are implementing differentiated instruction with fidelity. Monitor implementation through walkthroughs.

Secondary Essential Practice Selection

Hands-on Learning

Priority Actions to Enhance the Secondary Essential Practice

Continue to provide hands on learning in science labs and mathematics classrooms. However, ensure this practice is done regularly and effectively. Monitor through walkthroughs and provide guidance and assistance.
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 we successfully implement the character education/values matter program, communicate with stakeholders, and have a shared vision, then our school culture will become more positive. Staff will be more willing to participate in school academic and social activities/events, which will, in turn, improve overall student achievement.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement data driven-instruction, hands-on learning, and differentiated instruction, then our reading achievement across grade levels 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
- Identify possible roles/resources

### Opening of School Professional Development Agenda

<table>
<thead>
<tr>
<th>Opening of School Date (08/14 - 08/17) AM-PM</th>
<th>Phase I Topic</th>
<th>Process Description</th>
<th>Activity Lead</th>
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<tbody>
<tr>
<td></td>
<td><strong>What topic will be shared?</strong></td>
<td>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</td>
<td>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</td>
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<td></td>
<td>- Data and Systems Review Summary</td>
<td>Provide teachers with survey and data results. Provide teachers with the essential practices and allow for feedback.</td>
<td>Emily Falcon, Principal Carmen Ruiz-Garcia, Assistant Principal Leadership Team</td>
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<td></td>
<td>- School Leadership Core Competency Course Reflections</td>
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<td>- Sustained Essential Practice</td>
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<td>- Primary &amp; Secondary Essential Practice Selections</td>
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<td>- Outcome Statements</td>
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<tr>
<td>8/16/18 Share Data Share Essential Practices</td>
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<td>Emily Falcon, Principal Carmen Ruiz-Garcia, Assistant Principal Leadership Team</td>
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<td>8/17/18 iReady Data Chats Collaborative Planning</td>
<td>Work in small groups (grade levels) to strategically organize students for Differentiated Instruction and to plan differentiated lessons.</td>
<td>Emily Falcon, Principal Carmen Ruiz-Garcia, Assistant Principal Leadership Team IReady Personnel</td>
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