School Location # -4341

Name of School - PARKWAY ES
MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)
4341- Parkway Elementary

Principal (Last Name, First Name)
Fernandez, Maria

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

Demographic Overview

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

a. Provide the School's Mission Statement

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

b. Provide the School's Vision Statement

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

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

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

Are you a Title I School?

yes

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

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, 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.
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

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**

<table>
<thead>
<tr>
<th>Data Rating &amp; Area</th>
<th>Data Findings</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significantly Improved Data Findings</strong></td>
<td>According to the 2017-2018 School Climate Survey, 88% of the staff agreed that they felt safe and secure, as compared to the 2016-2017 school year, when 70% of the staff felt safe and secure.</td>
<td>Additional safety measures were added to increase the safety and security of students and staff. This data is impactful because it will ensure an optimal learning environment for teachers and students.</td>
<td>other</td>
</tr>
<tr>
<td></td>
<td>According to the 2017-2018 School Climate Survey, 88% of the staff agreed that they felt safe and secure, as compared to the 2016-2017 school year, when 70% of the staff felt safe and secure.</td>
<td>The use of newly acquired</td>
<td>School Site Safety Plan</td>
</tr>
</tbody>
</table>

https://mdcpsportalapps2.dadeschools.net/SIP/#!/form
Survey, seventy-five percent of the teachers agreed that the Professional Development programs keep them informed of new educational strategies, as compared to the 2016-2017 school year when seventy percent of the teachers agreed that the Professional Development programs kept them informed of new educational strategies.

Knowledge and/or best practices from Professional Development will impact student achievement.

Essential Practice for Significantly Improved Data Findings (Sustained)

School Site Safety Plan

Essential Practice for Neutral Data Findings (Secondary)

Attendance Monitoring / iAttend

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are too many students in their classrooms and that affects how they learn, when compared to the 2016-2017 school year when 20% of the students agreed that there were too many students in their classrooms and that affected their learning.

Impacts student achievement. If classes are over class size, it hinders the ability of teachers to provide targeted small group instruction.

Student Engagement (Cognitive Engagement, Behavioral/Physical Engagement, Emotional Engagement)

In the category of 7+ years in teacher retention, our school is at 42% when compared to the District's 60%.

Teachers who have taught for 7+ years provide experience and continuity, which impacts student achievement and our school goal.

Empower Teachers And Staff
Shared Vision

Essential Practice for Significantly Decreased Data Findings (Primary)

Interventions/RtI

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

<table>
<thead>
<tr>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be specific in defining each data element below.</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>3rd grade FSA ELA proficiency increased 24 percentage points from 34% to 58%, when comparing the 2016-2017 and 2017-2018 school year.</td>
<td>Due to the increase in 3rd grade ELA proficiency in 2017-2018, we should see an increase in the 2018-2019 4th grade ELA proficiency because more students are entering 4th grade at grade level.</td>
<td>other Data Tracking other Tutoring</td>
</tr>
<tr>
<td>The 5th Grade FCAT 2.0 Science proficiency increased by 6 percentage points from 31% in 2017 to 37% in 2018.</td>
<td>This is impactful because a higher proficiency would have resulted in a higher school grade.</td>
<td>Data-Driven Instruction Collaborative Planning</td>
</tr>
</tbody>
</table>

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

<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>Fifth grade FSA Mathematics three year trend data, indicates that proficiency has remained consistent within the 40 percent range.</td>
<td>Since the proficiency remained consistent, this impacted our school grade from increasing to a &quot;B&quot;.</td>
<td>Planning Lessons with the End in Mind</td>
</tr>
<tr>
<td></td>
<td>The Mathematics proficiency remained stagnant when comparing the 2016-2017 to the 2017-2018 school year, since we increased 1 percentage point, from 54% to 55%.</td>
<td>The Mathematics proficiency remained stagnant, which impacts our goal of 60% proficiency for the 2018-2019 school year. This is significant because proficiency will have to increase in all grade levels to reach our goal of 60% proficiency.</td>
<td>Differentiated Instruction</td>
</tr>
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</table>

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

Planning Lessons with the End in Mind

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<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>Fifth grade FSA ELA proficiency decreased from 47% to 33%, when comparing the 2017 and 2018 school years, respectively.</td>
<td>The ELA proficiency decreased, which impacted our goal of 50% proficiency.</td>
<td>Differentiated Instruction</td>
</tr>
<tr>
<td></td>
<td>In 2017 the lowest 25% in Mathematics was 58%, which decreased by 25 percentage points (to 33%) in 2018.</td>
<td>All students should be making learning gains through effective instruction.</td>
<td>Differentiated Instruction</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

School Site Safety Plan

Priority Actions for the Sustained Practice

The school will continue to implement safety measures to ensure the safety of students and staff through the use of school staff ID badges, visitor badges, security canvassing the campus, locked classroom doors and gates, single entry point, staff utilizing the "Stop and Challenge" policy for all visitors, the Raptor (electronic identification system), surveillance cameras throughout the campus, peepholes on all doors, monthly Safety Committee meetings, and quarterly staff training.

Primary Essential Practice

Interventions/RtI

Secondary Essential Practice Selection

Attendance Monitoring / iAttend

ACADEMIC PROGRAMS

Sustained Essential Practice

Data Tracking

Priority Actions for the Sustained Practice

The school will continue to use a uniform, school-wide ELA, Mathematics, and Science data-tracking system for teachers and students to include: Topic Assessments, Bi-Weekly Assessments, i-Ready Diagnostic Assessments, OPM's, and Interventions.

Primary Essential Practice

Differentiated Instruction

Secondary Essential Practice Selection

Planning Lessons with the End in Mind

DAY TWO- Synergy Summer Institute

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school’s overall performance during the 2018-2019 school year. The next step in the process is to assess and develop the School Leadership Team’s skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader’s ability to affect change within a school. During the Synergy Summer Institute, coursework will allow for the evaluation and development of these School Leadership Core Competencies to increase efficiency and skill mastery which can be used by school leaders to successfully implement the School Improvement Process.
**Competency 1: Commitment to Students** A relentless pursuit and commitment to student learning as evidenced by a belief in one’s own capability, and the courage to take a stand on behalf of students.

Commitment to Students includes certain behaviors such as:

- taking ownership for students’ learning
- setting high expectations for all learners
- believing in students’ ability to learn regardless of barriers
- relentlessly pursuing the implementation of what is right for the students
- supporting decisions and policies to improve instruction and advance learning for all students

Development in Commitment to Students prioritizes the students’ learning as the foundation of the School Improvement Process.

**Competency 2: Focus on Sustainable Results** The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.

A Focus on Sustainable Results includes certain behaviors such as:

- prioritizing activities
- implementing initiatives
- regularly tracking progress
- demonstrating perseverance
- considering innovative actions
- taking courses of action to achieve desired results and minimize risks

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

**Competency 3: Developing Others** The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.

Developing Others includes certain behaviors such as:

- setting positive expectations
- personally providing instruction
- providing developmental feedback
- choosing the timing and delivery of information
- selecting training and work assignments to build other’s capabilities
- fully delegating so that others may learn from their own successes and mistakes

Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

**Competency 4: Engages the Team** A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.

Engaging the Team includes certain behaviors such as:

- empowering others
- keeping people on the team informed
- ensuring that the team produces as planned
- promoting the morale and performance of a team

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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.*

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**Competency 1: Commitment to Students**

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

The School Leadership Team's currently leverages existing policies to make potentially transformative reforms at the school.

As evidenced by:

The Leadership Team is cognizant of School Board Policies and endeavors to advocate for anything and everything that benefits students and student achievement, as evidenced by meeting agendas and the signed Acknowledgement of School Board Policies form. Additional transformative reforms include adding peepholes to all doors, staff members utilizing ID badges, and a single entry point at the school's main entrance.

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

The School Leadership Team will use the Commitment to Students competency by ensuring that each stakeholder is the optimal student advocate and makes difficult decisions which are in the best interest of the students. Through the RtI process teachers and staff request additional assistance through interventions for students who are not making adequate progress. Additionally, students are provided Differentiated Instruction (D.I.), Interventions, and extended learning opportunities.

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**Competency 2: Focusing on Sustainable Results**

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

The School's Leadership team currently takes multiple courses of actions that are measurable and tangible to minimize risk and ensure success.

As evidenced by:

This was evidenced by weekly Collaborative Planning meetings with coaches and teachers.

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

The School Leadership Team will provide Professional Development and provide the resources needed to increase student achievement. Additionally, the Leadership Team will monitor Differentiated Instruction (D.I.) during classroom walk-throughs, Data Conversations, and Collaborative Planning meetings.
Competency 3: Developing Others

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

The School's Leadership Team's current reality is at a Level 2 in the school's leadership competency levels. Level 2 indicates the following: gives and explains instructions and ensures understanding.

As evidenced by:

This is evidenced by Best Practices Sharing meetings, Collaborative Planning meetings, Data Conversations with teachers, transformation coaches, and administrators, Grade-Level meetings, and Literacy, Mathematics, and Science Nights.

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

The leadership team will regularly give positive feedback and provide opportunities for growth to faculty and staff on specific practices/strategies, ensure that others obtain the experiences and training needed to develop new skills and levels of capability, and promote/highlight effective practices.

Competency 4: Engages the Team

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

The school uses numerous means of communication such as, the school's website, social media, automated telephone communication, the Parent/Student Handbook, letters, flyers, Parent/Teacher Conferences, Grade-Level meetings, EESAC meetings, Open House, the school's marquee, and online communication (Class DoJo) to disseminate information to staff, students, and parents.

As evidenced by:

This is evidenced by meeting agendas, flyers, letters, the school's marquee, ConnectEd (Automated Telephone Communication), and social media.

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

The Schools' Leadership Team will use the strategies by communicating with all stakeholders and empowering the team. We will consistently identify areas of need and communicate the plan to meet the needs of the stakeholders.

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**

School Site Safety Plan

**Priority Actions for the Sustained Essential Practice**

The school will continue to implement safety measures to ensure the safety of students and staff through the use of school staff ID badges, visitor badges, security canvassing the campus, locked classroom doors and gates, single entry point, staff utilizing the "Stop and Challenge" policy for all visitors, the Raptor (electronic identification system), surveillance cameras throughout the campus, peepholes on all doors, monthly Safety Committee meetings, and quarterly staff training.

**Primary Essential Practice Selection**

Interventions/RtI

**Priority Actions for the Primary Essential Practice**

The school will improve on interventions/RTI throughout the school year by including: a Professional Development session on Implementing Interventions Effectively, School-Wide Data Trackers, Collaborative Planning, and consistent push-in support.

**Secondary Essential Practice Selection**

Attendance Monitoring / iAttend

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

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

**ACADEMIC PROGRAMS**

**Sustained Essential Practice**

Data Tracking

**Priority Actions for the Sustained Essential Practice**

The school will continue to use a uniform, school-wide ELA, Mathematics, and Science data-tracking system for teachers and students to include: Topic Assessments, Bi-Weekly Assessments, i-Ready Diagnostic Assessments, OPM's, and Interventions.

**Primary Essential Practice Selection**

Differentiated Instruction

**Priority Actions for the Primary Essential Practice**
The school will improve on Differentiated Instruction throughout the school year by providing: Professional Development on implementing DI effectively, monthly Data Conversations, OPM trackers, materials that are aligned to the Standards, and continuous monitoring.

**Secondary Essential Practice Selection**

Planning Lessons with the End in Mind

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

The school will continue to facilitate Collaborative Planning sessions in the areas of Reading, Mathematics and Science, where teachers will plan their lessons by "Beginning With the End in Mind."

**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 School Site Safety Plan to ensure safety and security at the school, increase Interventions, as well as, provide incentives for student attendance, then we will increase student achievement, as evidenced by, overall proficiency and learning gains in the areas of ELA, Mathematics, and Science.

**ACADEMIC PROGRAMS**

**OUTCOME STATEMENT**

Academic Programs

If we successfully implement Differentiated Instruction, "Plan With an End in Mind," and track students' data, then we will increase student achievement, as evidenced by, overall proficiency and learning gains in the areas of ELA, Mathematics, and Science.

**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:*
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>Phase I Topic</th>
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<tbody>
<tr>
<td>What topic will be shared?</td>
</tr>
<tr>
<td>• Data and Systems Review Summary</td>
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<tr>
<td>• School Leadership Core Competency Course Reflections</td>
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<tr>
<td>• Sustained Essential Practice</td>
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<tr>
<td>• Primary &amp; Secondary Essential Practice Selections</td>
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<tr>
<td>• Priority Actions</td>
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<tr>
<td>• Outcome Statements</td>
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</tbody>
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<tr>
<th>Process Description</th>
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<tr>
<td>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</td>
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<thead>
<tr>
<th>Activity Lead</th>
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<tbody>
<tr>
<td>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</td>
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| 08/17/18 |
| 10:00 A.M. |
| Presentation of the School Improvement Process (SIP) |
| The Synergy Leadership Team presented Phase I of the School Improvement Process (SIP). |
| Synergy Leadership Team |

### Opening of School Date

(08/14 - 08/17) AM-PM
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