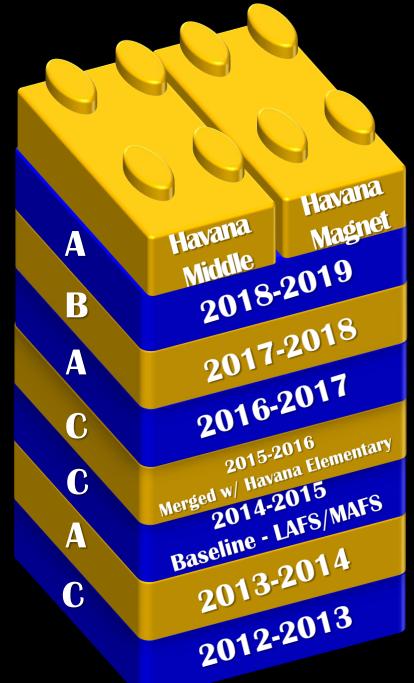
## **BUILDING A CULTURE OF CONTINUOUS IMPROVEMENT**

## **"There's No Secret to Our Success"**

Delshuana Jackson, Presenter Jasmine Sailor, Presenter Ryan Williams, Presenter







Active Listening and Learning Listen hard, speak softly Take ownership over your learning Be solution-oriented and open-minded Think about how this looks in your school/district

Parking Lot Please write any outstanding questions you have on the "Parking Lot" in the back of the room

**Cell Phones** 

**Please keep phones on silent and take emergency calls/texts outside** 



we do what has always been done. This is not because it was so good or even effective, but because it is comfortable.

Too often, in schools,

Agree? Disagree? Why? Why not? There is a need for a cultural shift from using data for compliance to using data for improving student performance in each classroom.

## Kathie Marshall (2009)

# Continuous improvement

- Offers a pathway of systemic change
- Is premised on <u>three</u> core principles:
  - Change takes time and involves collective effort
  - Change requires <u>constant</u> adaptation, data collection, monitoring, and learning
  - Focus on improvement is combined with <u>ongoing</u> evidence collection and <u>review</u> which lead to change

 Э ACT / ADJUST

Fine-Tune the Fix Take appropriate action PLAN

Identify the Issue & Root Cause

Change in process

DO

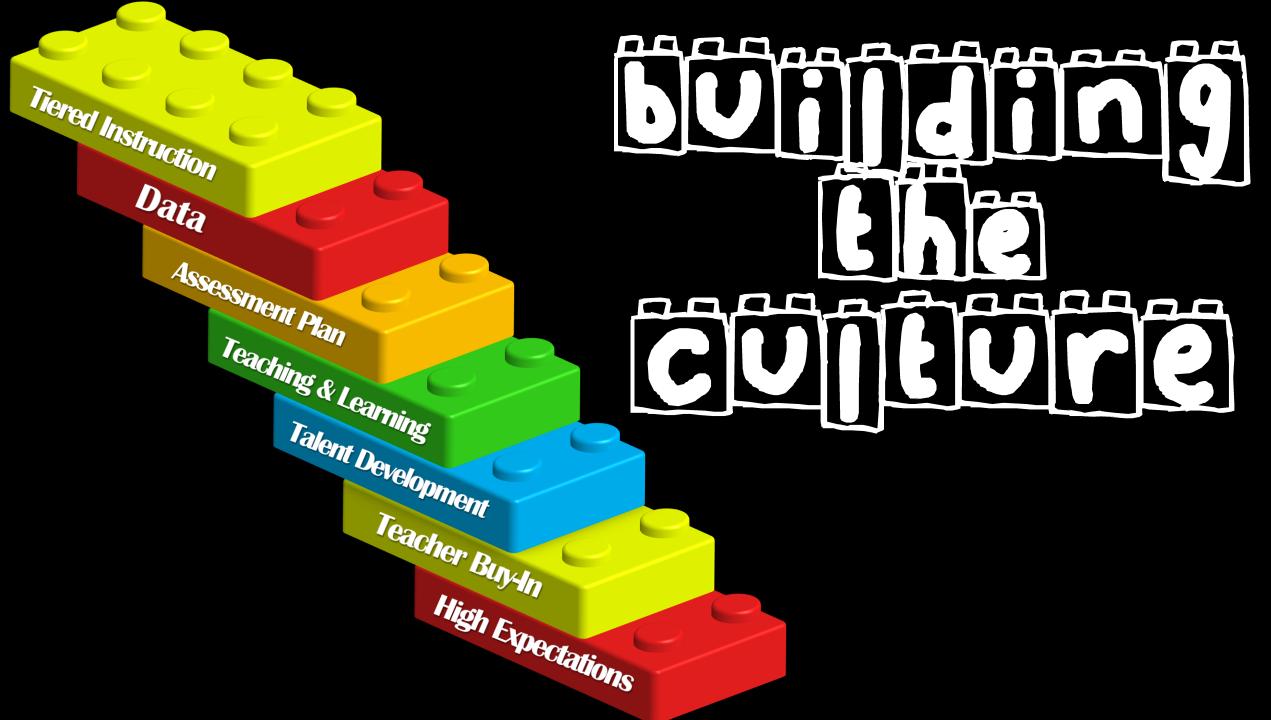
Fix

a Problem

Implement the

change

Assess If a Problem Is Fixed Measure the results



- ✓ Host data and grade-level meetings
- $\checkmark$  Host data chats with students
- ✓ Set REALISTIC expectations and goals
- ✓ **Be AUTHENTIC**
- ✓ Allow teachers' frustrations
- $\checkmark$  Meet teachers where they are
- $\checkmark$  Constantly keep the school's goals and targets before the teachers
- ✓ Create visuals of targets and goals
- $\checkmark$  Emphasize that data is monitored regularly
- ✓ Establish and communicate NON-NEGOTIABLES and LOOK-FOR indicators



		nd Elementary S		*				ESSA Subg	roup Data		
Student's Name:	Midyear Snapsho (a	it of Student A ca is of January 31, 20						ELA Rationale 2021-2022	<i>ELA</i> Current Data 2022-2023	<i>Mathematics</i> Rationale 2021-2022	<i>Mathematics</i> Current Data 2022-2023
Т т			Grade:				Students with Disabilities (SWD)	35%	48%	41%	56%
Homeroom Teacher: .			Grade:	-			English Language Learner (ELL)	40%	41%	60%	69%
	PM (Septen		(Dece	PM2 mber/January)			Black	37%		79%	50%
STAR Early Literacy	Scale Score	Percentile	Scale Score	Percentile			Economically Disadvantaged	39%	26%	77%	64%
Assessment (Grades VPK-1)	PM			PM 2		Measu of atte	rable Outcome #2:Bond Elementary Sc ndance less than 90% (162 days) for the s	hool's total amount of stude	ntswill decrease by	•	
	(Septen) Scale Score	nber) Percentile	(Dece Scale Score	mber/January) Percentile							
STAR Reading Assessment (Grade 1-2 Only)							nt Data: 155 students (28% of the school rable Outcome #3: 50% of fifth grade st	/	-		ing the 2022-2023 school
STAR Mathematics Assessment (Grades VPK-2)	Scale Score	Percentile	Scale Score	Percentile		vear.				Science CurrentDat	
	IRL	ZPD	IRL			<b>Bond Ele</b>	mentary School			2022-2023	
Accelerated Reader Instructional Reading	IRL	ZPD	IRL		г		-			49%	
Level (IRL) & Zone Proximal Development					L		ntability Snapshot			7-	
(ZPD)						(as of	April 12, 2023)				
(Grades 1-2 Only)	August	0	ctober			`					
Acaletics Mathematics											
					A+	B+	Where We Stand	Where We Sta	nd		
					Target	Target	(FAST Practice Test)	(STAR Assessm			
									enty		
				School Overall	<b>62</b> %	<b>54</b> %	33%	40%			
				3 <sup>rd</sup> Grade	<b>62</b> %	54%	35%	39%			
					62% 62%	54% 54%	35% 22%	39% 46%			
				3 <sup>rd</sup> Grade 4 <sup>th</sup> Grade 5 <sup>th</sup> Grade	62% 62%	54% 54%	22% 42%	46% 35%	avana Magn	et School FSA Data Chat )	Form c44
				3 <sup>rd</sup> Grade 4 <sup>th</sup> Grade 5 <sup>th</sup> Grade	<b>62</b> %	54% 54%	<b>22</b> %	<b>46</b> %	avana Magn	et School FSA Data Chat ]	Form <u>54</u>
				3 <sup>rd</sup> Grade 4 <sup>th</sup> Grade 5 <sup>th</sup> Grade DIFFE	62% 62%	54% 54%	22% 42%	46% 35%		et School FSA Data Chat ]	Form <u>54</u>
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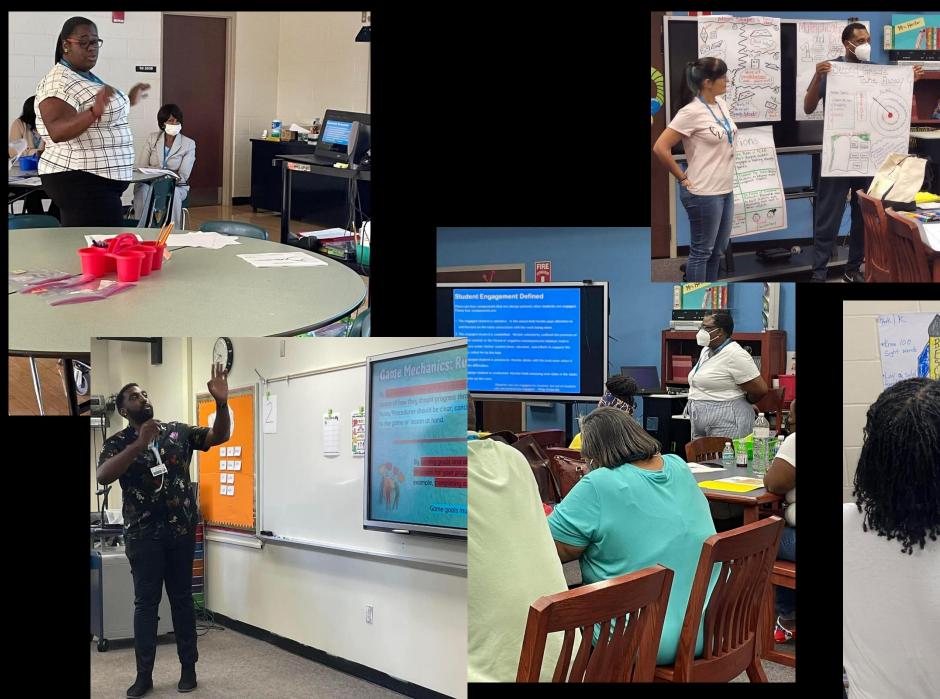
- $\checkmark$  Provide needed resources
- $\checkmark$  Involve teachers in planning
- ✓ Survey teachers on professional development needs
- ✓ Offer various professional development opportunities
- ✓ **BUILD RELATIONSHIPS**
- ✓ Implement a "teacher recognition" culture
- ✓ Foster collaborative environments
- $\checkmark$  Have a welcoming and "open door" policy

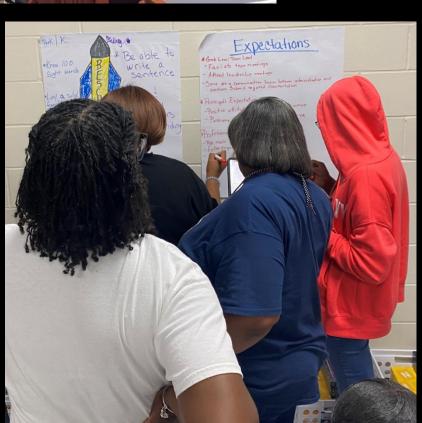




- ✓ Train and mold teacher leaders to assist with developing and strengthening colleagues
- $\checkmark$  Provide opportunities to share, model, and collaborate
- ✓ Build teachers' capacities
- ✓ Allow teachers to visit other teachers' classes







...

- $\checkmark$  Implement schoolwide instructional frameworks and calendars
- ✓ Review weekly lesson plans
- $\checkmark$  Ensure curricula are aligned to benchmarks
- $\checkmark$  Analyze data weekly
- $\checkmark$  Foster inclusive classrooms

### **Literacy Coach Model**

- $\checkmark$  Models for teachers in deficient areas of instruction
- $\checkmark$  Implement enrichment and remediation small groups
- $\checkmark$  Co-teaches classes with non-mastery ELA teachers
- $\checkmark$  Finds resources to help scaffold and bridge gaps in instruction
- $\checkmark$  Disaggregates schoolwide data
- ✓ Conduct "coaching" walkthroughs



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(ELA, MA, SC, SS)					92.00%	86	1061 Level 4				315	Level 3	A	A/N A/N	A/N	322	Level 3	A/N	A/N	A
10. Assessments (included) Evide	nt in Subject A	Areas (ELA, MA, SC, SS, PE,		$\neg -$	64.00%	20	1000 Level 2 945 Level 1				259	Level 3	A/N A/N	B	B	316	Level 3 . Level 3 .	A/N A/N	A/N A/N	A/N A/N
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Section: 201 Test: Week 12 Magnetic We Assessment	ekly	
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Standard(s) Title(s): Use know	ledge	Ľ
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Class Total	17	Γ
Class Total Tested	16	
# of Mastery	9	1
% Mastered	56%	

Performance Reading Across Genres & Vocabulary Performance

- ✓ Interim STAR Assessments Grades 3-5
- ✓ State interim assessments PM 1-3 (STAR Early Literacy, STAR, FAST, NGSS, & FSAA) & WIDA
- ✓ District interim assessments various subject areas
- ✓ School interim assessments various subject areas
- ✓ Weekly assessments all subject areas



To: Teachers, Grades K-5

From: Mrs. D. Jackson, Principal

Date: August 12, 2022

RE: Baseline Assessments

Please adhere to the schedule below for school-level baseline assessments. The following assessments will be adn grade level.

Grade Level (s)	Assessment(s)	Length of Test(s)	Date(s) to be Administered	Question #'s	Class Period(s)
К	Acaletics Comprehensive Pre-Post	25 minutes	8/16/2022	1-6	Mathematics
К	Acaletics Comprehensive Pre-Post	25 minutes	8/17/2022	7-12	Mathematics
K	Acaletics Comprehensive Pre-Post	25 minutes	8/18/2022	13-18	Mathematics
К	Acaletics Comprehensive Pre-Post	25 minutes	8/19/2022	19-25	Mathematics
1	Acaletics Comprehensive Pre-Post	50 minutes	8/16/2022	1-10	Mathematics
1	Acaletics Comprehensive Pre-Post	50 minutes	8/17/2022	11-20	Mathematics
1	Acaletics Comprehensive Pre-Post	50 minutes	8/18/2022	21-30	Mathematics
1	Acaletics Comprehensive Pre-Post	50 minutes	8/19/2022	31-40	Mathematics
1	Acaletics Comprehensive Pre-Post	50 minutes	8/22/2022	41-50	Science/Social Stud
2	Acaletics Comprehensive Pre-Post	50 minutes	8/16/2022	1-10	Mathematics
2	Acaletics Comprehensive Pre-Post	50 minutes	8/17/2022	11-20	Mathematics
2	Acaletics Comprehensive Pre-Post	50 minutes	8/18/2022	21-30	Mathematics
2	Acaletics Comprehensive Pre-Post	50 minutes	8/19/2022	31-40	Mathematics
2	Acaletics Comprehensive Pre-Post	50 minutes	8/22/2022	41-50	Acaletics
3	Acaletics Comprehensive Pre-Post	50 minutes	8/16/2022	1-12	Mathematics
3	Acaletics Comprehensive Pre-Post	50 minutes	8/17/2022	13-25	Mathematics
3	Acaletics Comprehensive Pre-Post	50 minutes	8/18/2022	26-37	Mathematics
3	Acaletics Comprehensive Pre-Post	50 minutes	8/19/2022	38-50	Mathematics
4	Acaletics Comprehensive Pre-Post	50 minutes	8/16/2022	1-15	Mathematics
4	Acaletics Comprehensive Pre-Post	50 minutes	8/17/2022	16-30	Mathematics
4	Acaletics Comprehensive Pre-Post	50 minutes	8/18/2022	31-40	Mathematics
4	Acaletics Comprehensive Pre-Post	50 minutes	8/19/2022	41-50	Mathematics

### **BOND ELEMENTARY S PM3 TESTING** DATES

FAST ELA Reading and Mathematics	PM2: December 5 - January 27	K-5	K - 2 Students - STAR Renaissance 3 - 5	Sam Thompson (K- 2) Kris Kolp (3-5)
	РМЗ: Мау 1 - 24		Students - Cambium	2/10/01/010
GANAAI	PM1: August 18 - September 29			
SCHOOL	PM2: December 5 - January 27 *	VPK	VPK Students - STAR Early Literacy	Sam Thompson
	PM3: May 1 - 24 **			
0092	Statewide Science	Assessme	nt	
	May 8 - 19	5	Grade 5 Students	Kris Kolp
nprel	nension and Communication in Eng	lish State	-to-State for ELLs (ACCESS for E	ELLs)

STATE ASSESSMENT CALENDAR - ELEMENTARY SCHOOLS

Florida's Assessment of Student Thinking (FAST)

Dates

PM1: (K - 2) August 15 - September

Grade(s)

VPK May 1-5 Star Early Literacy

May 8-12 Star Mathematics

**GRADE 1** 

May 1-5 Star Reading

May 8-12 Star Mathematics

#### **GRADE 3**

May 4 **FAST Mathematics** May 16

FAST Reading

May 5

**FAST Mathematics** 

**GRADE 5** 

May 11 FAST Reading

MORE INFORMATION IS FORTHCOMING!

#### KINDERGARTEN

May 1-! Star Early Li May 8-1

2022

Assessment

Star Mathematics

**GRADE 2** May 1-5

May 8-12

**GRADE 4** 

May 3 **FAST Mathematics** May 17

FAST Reading

May 16-17 FCAT 2.0 Science

#### Star Reading

Star Mathematics

- 5	Florida Standards Alterna	ate Assessme	ent (FSAA)
literacy	ssmen February 27 – April 14	3-5	ESE Students Wor Point
12			

	January 23 – March 10	K-5	ELL Students	Sam Thompson
	Florida Standards Alternate .	Assessme	nt (FSAA)	
nen	February 27 – April 14	3-5	ESE Students Working on Access Points	Sam Thompson

2023

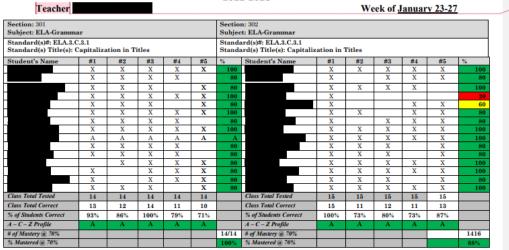
Contact

Participation

- $\checkmark$  Collect and analyze weekly data
- $\checkmark$  Provide immediate feedback via formal and informal conversation
- $\checkmark$  Weekly submission of non-mastery students in lesson plans
- ✓ Small groups are formed to maximize instructional opportunities for ALL students



#### Bond Elementary School Instructional Focus Data Reporting Log 2022-2023



eacher: Carol Pye				Week o	f October 7,	2022		Commented [JD1]: Great
Section: 501		Section: 502		Section: 503		Section: 504		
Test: Grammar		Test: Grammar		Test: Grammar		Test: Grammar		
Standard(s)#: 5.C.1.1		Standard(s)#: 5.C.1.1		Standard(s)#: 5.C.1.1		Standard(s)#: 5.C.1.1		
Standard(s) Title(s): C Conjunctions	Correlative	Standard(s) Title(s): C Conjunctions	orrelative	Standard(s) Title(s): ( Conjunctions	Correlative	Standard(s) Title(s): C Conjunctions	orrelative	
Student's Name	%	Student's Name	%	Student's Name	%	Student's Name	%	
	100		Α		100		100	
	100		Α		100		100	
	100		100		100		80	
	80		80		100		<mark>40</mark>	
	100		100		100		100	
	100		100		100		100	
	100		100		100		100	
	100		100		80		80	
	<mark>60</mark>		100		100		100	
	A		100		80		80	
	100		100		100		80	
	80		100		100		Α	
	40		100		80		100	
	100		100		100		100	
	100		80		100		60	
	100		100		100		100	
	100		100		100		100	
	Α		100				80	
Class Total	18	Class Total	18	Class Total	17	Class Total	18	
Class Total Tested	17	Class Total Tested	16	Class Total Tested	17	Class Total Tested	17	
# of Mastery	15	# of Mastery	16	# of Mastery	17	# of Mastery	16	
% Mastered	88%	% Mastered	100%	% Mastered	100%	% Mastered	94%	

Bond Elementary School

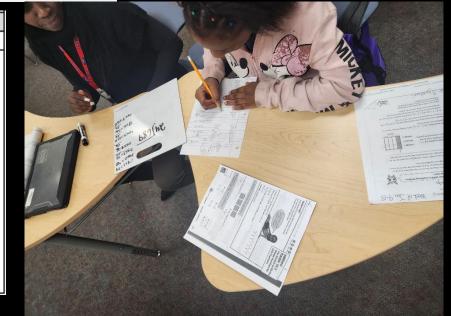
FCIM Data Reporting Log

2021 -2022

KEY: A (Absent) Please highlight scores below 70% (indicates non-mastery)
Place an X for each question the students answered correctly. Tally the X total at the bottom of the column. Provide mastery data based
on students' overall percentage.

rcentage.		
A = 70%-100%	C = 60% - 69%	= 0

Non-1	Mastery Students (	Less Than 70% on As	sessment)
401	402	403	404
T. Anderson	T. Armstead	C. Frazier	A. Bryant
W. Belle	T. Duddley	K. Grimes	A. Butler
K. Blackshear	T. Glasco	J. Henderson	R. Cooper
K. Blanch	J. Jones	Z. Pryor	S. Donaldson
P. Walls	R. Sneed	R. Sanchez	K. Gomes
K. Woods	D. Williams	R. Sneed	N. Helene
		T. Walton	J. Hicks
		B. Whitehead	T. Hill
			L. Moore
			A. Nooristani
			J. Pryor
			E. Simmons
			J. Torres



Commented [JD1]: Great job...please review needed. Thanks!



- $\checkmark$  Define tiers
- $\checkmark$  Establish resources to use for each tier
- $\checkmark$  Utilize resource teachers to differentiate instruction
- ✓ Targeted groups/instruction for ELL students



	N	ls. Wright's I	Interve	ention Schedi	ıle										
Program/Curriculum		Time	Grade	Student Names	Teacher	Room Number									
QuickReads - Level A		8:30am-9:00am	5		Руе	Room 506									
students					Dantzler	Room 301									
					Rouse	Room 303									
					Rouse	Room 303									
QuickReads – Level B		9:05am-9:35am	3		Pearson	Room 514									
7 students					Pearson	Room 514									
	5				Gurley	Room 512									
	qa				Gurley	Room 512									
	rs.				Green	Room 512									
	Thursday				Wilson	Room 507									
	E				Wilson										
uickReads – Level B	1	9:40am-10:10am	5		Dantzler	Mrs.	Steed's ER (En	richme	nt and Reme	diation) Schedule	2				
3 students	ŝ				Dantzler					-					
	pp						Time	Grade	Student Names	Teacher	Room Number				
QuickReads – Level B	Monday	10:15am-10:45am	4		Murphy	Florida Ready LAFS	8:30am-9:00am			Dantzler	301				
students	M				Murphy		(Wednesdays Only)			Dantzler	301				
					Murphy					Dantzler	301				
					Murphy					Dantzler Dantzler	301 301				
uickReads – Level C		10:50am-11:20am	4		Special A					Dantzler	301				
students						Florida Ready LAFS	9:15am-9:45am			Murphy	308				
						rionda rioda y 2.11 o	(Tuesday-Thursday)			Murphy	308				
										Smith	304				
										C id	204				
										Smith	304				
										Smith	304				
										Smith Smith	304 304				
						Florida Ready LAFS	1:20pm-1:50pm (Tuesday-Thursday)			Smith Smith Smith Smith	304           304           304           304           304				
						Florida Ready LAFS				Smith Smith Smith Smith Ms.	304 304 304 304 <i>Sailor's ER (En</i>				_
						Florida Ready LAFS				Smith Smith Smith Smith MS. Program/Curriculum	304 304 304 304 Sailor's ER (Ent	Grade	ot and Remediation	Teacher	Room Numb
						Florida Ready LAFS				Smith Smith Smith Smith Ms.	304 304 304 304 Sailor's ER (Ent Time 8:30am-9:00am			Teacher Pye	Room Numb 506
						Florida Ready LAFS				Smith Smith Smith Smith MS. Program/Curriculum	304 304 304 304 Sailor's ER (Ent	Grade		TeacherPyePye	<b>Room Numb</b> 506 506
							(Tuesday-Thursday)			Smith Smith Smith Smith MS. Program/Curriculum	304 304 304 304 Sailor's ER (Ent Time 8:30am-9:00am	Grade		TeacherPyePyePye	Room Numb           506           506           506           506
						Florida Ready LAFS	(Tuesday-Thursday)			Smith Smith Smith Smith MS. Program/Curriculum	304 304 304 304 Sailor's ER (Ent Time 8:30am-9:00am	Grade		TeacherPyePyePyePye	Room Numb           506           506           506           506           506
							(Tuesday-Thursday)			Smith Smith Smith Smith Smith Ms. Program/Curriculum Florida Ready LAFS	304 304 304 304 304 Sailor's ER (Ent Time 8:30am-9:00am (Tuesday/Thursday)	Grade		TeacherPyePyePyePyeDantzler	Room Numl           506           506           506
							(Tuesday-Thursday)			Smith Smith Smith Smith MS. Program/Curriculum	304 304 304 304 Sailor's ER (Ent Time 8:30am-9:00am	Grade 5		TeacherPyePyePyePye	Room Numl           506           506           506           506           301
							(Tuesday-Thursday)			Smith Smith Smith Smith Smith Ms. Program/Curriculum Florida Ready LAFS	304 304 304 304 304 304 <b>Sailor's ER (Ent</b> <b>Time</b> 8:30am-9:00am (Tuesday/Thursday) 9:15am-9:45am	Grade 5		Teacher         Pye         Pye         Pye         Dantzler         Peterson, C.	Room Numl           506           506           506           506           301           306
							(Tuesday-Thursday)			Smith Smith Smith Smith Smith Ms. Program/Curriculum Florida Ready LAFS	304 304 304 304 304 304 <b>Sailor's ER (Ent</b> <b>Time</b> 8:30am-9:00am (Tuesday/Thursday) 9:15am-9:45am	Grade 5		Teacher         Pye         Pye         Pye         Dantzler         Peterson, C.         Smith         Smith         Smith	Room Numb           506           506           506           506           301           306           304           304
							(Tuesday-Thursday)			Smith Smith Smith Smith Smith Ms. Program/Curriculum Florida Ready LAFS	304 304 304 304 304 304 <b>Sailor's ER (Ent</b> <b>Time</b> 8:30am-9:00am (Tuesday/Thursday) 9:15am-9:45am	Grade 5		Teacher         Pye         Pye         Pye         Dantzler         Peterson, C.         Smith         Smith         Smith         Murphy	Room Numb           506           506           506           506           301           306           304           304           304           308
							(Tuesday-Thursday)			Smith Smith Smith Smith Smith Ms. Program/Curriculum Florida Ready LAFS	304 304 304 304 304 304 <b>Sailor's ER (Ent</b> <b>Time</b> 8:30am-9:00am (Tuesday/Thursday) 9:15am-9:45am	Grade 5		Teacher         Pye         Pye         Pye         Dantzler         Peterson, C.         Smith         Smith         Smith	Room Numl           506           506           506           506           301           306           304           304           308
							(Tuesday-Thursday)			Smith Smith Smith Smith Smith Ms. Program/Curriculum Florida Ready LAFS	304 304 304 304 304 304 <b>Sailor's ER (Ent</b> <b>Time</b> 8:30am-9:00am (Tuesday/Thursday) 9:15am-9:45am	Grade 5		Teacher         Pye         Pye         Pye         Dantzler         Peterson, C.         Smith         Smith         Smith         Murphy         Murphy         Murphy         Murphy	Room Numl           506           506           506           506           301           306           304           304           308           308
							(Tuesday-Thursday)			Smith	304         304         304         304         304         304         304         304         304         Sailor's ER (Entremains)         Time         8:30am-9:00am         (Tuesday/Thursday)         9:15am-9:45am         (Tuesday-Thursday)	Grade 5 4		Teacher         Pye         Pye         Pye         Dantzler         Peterson, C.         Smith         Smith         Smith         Murphy	Room Numl           506           506           506           506           301           306           304           304           308           308           308
							(Tuesday-Thursday)			Smith Smith Smith Smith Smith Ms. Program/Curriculum Florida Ready LAFS	304         3	Grade 5		Teacher         Pye         Pye         Pye         Dantzler         Peterson, C.         Smith         Smith         Murphy         Murphy         Murphy         Murphy         Smith	Room Num           506           506           506           506           301           306           304           304           308           308           308           308           304
							(Tuesday-Thursday)			Smith	304         304         304         304         304         304         304         304         304         Sailor's ER (Entremains)         Time         8:30am-9:00am         (Tuesday/Thursday)         9:15am-9:45am         (Tuesday-Thursday)	Grade 5 4		Teacher         Pye         Pye         Pye         Dantzler         Peterson, C.         Smith         Smith         Murphy         Murphy         Murphy         Murphy         Smith         Smith	Room Num           506           506           506           506           301           306           304           304           308           308           308           308           304
							(Tuesday-Thursday)			Smith	304         3	Grade 5 4		Teacher         Pye         Pye         Pye         Dantzler         Peterson, C.         Smith         Smith         Murphy         Murphy         Murphy         Murphy         Smith         Smith         Murphy         Murphy         Murphy         Murphy         Murphy         Murphy         Murphy         Murphy         Murphy         Smith         Smith         Smith         Smith	Room Num           506           506           506           301           306           304           304           308           308           304           308           308           304
							(Tuesday-Thursday)			Smith	304         3	Grade 5 4		Teacher         Pye         Pye         Pye         Dantzler         Peterson, C.         Smith         Smith         Murphy         Murphy         Murphy         Smith         Smith         Murphy         Murphy         Murphy         Smith         Smith         Smith         Murphy         Murphy         Smith         Smith         Smith         Smith         Smith         Smith	Room Num           506           506           506           506           301           306           304           304           308           308           308           304           308           308           308           304           308           308           304           308           304           308           304           308           304
							(Tuesday-Thursday)			Smith	304         3	Grade 5 4		Teacher         Pye         Pye         Pye         Dantzler         Peterson, C.         Smith         Smith         Murphy         Murphy         Murphy         Smith         Smith         Smith         Murphy         Murphy         Smith         Smith         Smith         Murphy         Smith         Smith         Murphy         Peterson, C.         Peterson, C.	Room Num           506           506           506           506           301           306           304           304           308           308           308           304           308           308           308           304           308           308           304           308           308           304           308           304           304           304
							(Tuesday-Thursday)			Smith	304         3	Grade 5 4		Teacher         Pye         Pye         Pye         Dantzler         Peterson, C.         Smith         Smith         Murphy         Murphy         Murphy         Smith         Smith         Murphy         Murphy         Murphy         Smith         Smith         Smith         Murphy         Murphy         Smith         Smith         Smith         Smith         Smith         Smith	Room Num           506           506           506           506           301           306           304           304           308           308           308           308           304           308           308           308           304           308           308           304           308           304           308           304

- **1. In your groups, you will analyze student data set(s).**
- 2. Devise an action plan that addresses each of the building blocks discussed to implement the culture of continuous improvement in your school/district. Use the following guiding questions to begin your action plan(s):
  - 1. What are the evident learning needs?
  - 2. How will the results be used?
  - 3. What immediate changes need to take place to accelerate learning in your school/district?
- **3. Decide on group presenter(s).**
- **4. PRESENTATION TIME!!!**



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