SCHOOL IMPROVEMENT PROCESS 2019-2020
School Location # -6221

Name of School - HAMMOCKS MIDDLE
School Improvement Process

Phase II

Action Planning

Consensus – Define – Implement

Phase II will be developed and executed at the school as described below:

Phase II Development & Stakeholder Engagement

August 14 – August 30, 2019

- Provide Opening of School’s Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan
- Develop School Culture and Academic Programs Implementation Steps
- Participate with the School Leadership Team in a Region Review Process
- Meet with the EESAC to review and approve Phase I & II of the School Improvement Process
- Title I Schools will upload their 2019-2020 Title I – Parent and Family Engagement Plan (PFEP)

Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 30, 2019.

Implementation Steps Requirements:

- Align to the school’s Outcome Statement, Essential Practices and Priority Actions
- Provide specific implementation dates
- Describe the specific action or activity that will take place
- Include the name(s) and position(s) of the person(s) responsible
- Specify what evidence would demonstrate the intended Implementation Step was achieved
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring

Quarter 1 Implementation

September 3 – October 18, 2019

- Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity
- Conduct an Instructional Review to gather qualitative data that will inform the Quarter 1 Systems Review

During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal instructional review that will inform their Systems Review and Data Reflection.
Every Student Succeeds Act (ESSA) Data Incorporation - NEW!

In Phase II you will be asked to identify any subgroup(s) that fell below the 41% threshold according to the Federal Index (link below). If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in the Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. In addition to the data provided on the revised 2019 Data Map, the school’s entire ESSA Report Card may be viewed by using this link to the EduData site (edudata.fldoe.org) in order to assist in the identification of those target subgroup(s).

Federal Index and ESSA Support Categories

After analyzing the subgroup data, strategize how the Priority Actions for the Primary Essential Practice (in Academic Programs only) in the SIP will address the subgroup(s) of concern. Furthermore, in the first quarter Implementation Steps, include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

Quarter 1 Systems Review & Data Reflection

October 21 – November 1, 2019

- Evaluate and reflect on the success of the Quarter 1 Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture and Academic Programs Quarter 2 Implementation Steps

After the Quarter 1 Implementation stage, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gather during the Instructional Review and quantitative data provided via an End-of-Quarter Data Map. SLTs will develop better informed and refined Implementation Steps to execute during Quarter 2 Implementation.

Quarter 2 Implementation

November 5 – December 20, 2019

- Monitor the execution of Quarter 2 Implementation Steps to ensure a high degree of fidelity.

During Quarter 2 Implementation, schools will execute Quarter 2 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence.

SCHOOL CULTURE
Quarter 1 Implementation
(September 3 – October 18, 2019)

School Culture Outcome Statement

1. If we provide the foundation for a safe and positive learning experience, then students' ability to succeed in school, careers, and life will be enhanced. 2. If teachers, students, and families are empowered with the knowledge of how the Progressive Discipline Plan works, then disciplinary referrals and actions will be reduced significantly. 3. If the
successes of all stakeholders are celebrated, then all stakeholders would be more motivated to participate and achievement will increase, therefore, enhancing the overall school culture.

**Sustained Essential Practice**

**Social and Emotional Learning (SEL)**

**Priority Actions for the Sustained Essential Practice**

Students will learn how to effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
<th>Implementation Steps</th>
<th>Person(s) Responsible</th>
<th>Expected Evidence</th>
<th>Monitoring</th>
</tr>
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<tbody>
<tr>
<td><strong>Start:</strong> Tue, Sept 3</td>
<td>Implement Social/Emotional Learning (SEL) opportunities through homerooms each week to help students feel that they are being treated fairly, with respect, and are able to develop positive relationships.</td>
<td>Kerra Perez, Counselor, Ana Shaw, Counselor</td>
<td>Social Emotional Learning (SEL) calendar will show topics discussed each week. Panorama Data will demonstrate improved Social Emotional attitudes. Counselor logs will show record of social emotional support that is offered to students.</td>
<td>Nicolina Bonilla, Assistant Principal, will monitor that Kerra Perez, Student Services Department Chairperson, develops the SEL calendar and delivers activities and topics via the CCTV system to homerooms each week, using varied presenters.</td>
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<td><strong>End:</strong> Fri, Oct 18</td>
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<tr>
<td><strong>Start:</strong> Tue, Sept 3</td>
<td>Teachers will meet the fourth Tuesday of every month and participate in the MAWI 2.0 Book Study.</td>
<td>Deborah Leal, Principal and Nicolina Bonilla, Assistant Principal; Kerra Perez, Ana Shaw, Beatriz Llanol-Scherker, and Jovana Maximilien, PLST Team members</td>
<td>Information learned from the MAWI 2.0 Book Study will be reflected in homeroom activities and in teachers' classroom practices.</td>
<td>Nicolina Bonilla, Assistant Principal, Kerra Perez, Student Services Department Chairperson, and Ana Shaw, Professional Development Liaison, will keep teacher sign-in sheets and copies of topics that are covered during the book study.</td>
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<tr>
<td><strong>Start:</strong> Tue, Sept 3</td>
<td>Announcements will be made on a regular basis to remind students that they are in a safe and positive learning environment and appreciated.</td>
<td>Deborah Leal, Principal and Nicolina Bonilla, Assistant Principal; Kerra Perez and Ana Shaw, Counselors</td>
<td>Copy of morning and afternoon announcements will reflect acknowledgement of positive learning reminders and appreciation statements.</td>
<td>Nicolina Bonilla, Assistant Principal, Kerra Perez, Student Services Department Chairperson</td>
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<td><strong>End:</strong> Fri, Oct 18</td>
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<tr>
<td><strong>Start:</strong> Tue, Sept 3</td>
<td>Faculty and Staff will nominate students for the &quot;Do the Right</td>
<td>Richard Reed, SCSI Instructor</td>
<td>Nominations for DTRT students will reflect why students are nominated,</td>
<td>Nicolina Bonilla, Assistant Principal will monitor that Richard Reed, SCSI</td>
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<td><strong>End:</strong> Fri, Oct 18</td>
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Primary Essential Practice

Progressive Discipline Plan

Priority Actions for the Primary Essential Practice

Norms, values, and expectations will be explicitly stated to all stakeholders. Established protocols will be followed when a student fails to follow the Code of Student Conduct. School policies will be enforced in an equitable manner.

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<th>Implementation Date(s)</th>
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<th>Person(s) Responsible (First &amp; last name, position)</th>
<th>Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)</th>
<th>Monitoring (How and Who?)</th>
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<tr>
<td>Start: Tue, Sept 3</td>
<td>After conducting grade level orientations to review the importance of the Code of Student Conduct with students and teachers, all students will receive a copy of the Code of Student Conduct and sign an acknowledgement form.</td>
<td>Deborah Leal, Principal and Nicolina Bonilla, Assistant Principal; Kerra Perez and Ana Shaw, Counselors; Beatriz Llano-Scherker, Webmaster; Richard Reed, SCSI Instructor</td>
<td>All students must sign an acknowledgement form to show receipt of the Code of Student Conduct; The Code of Student Conduct will be uploaded onto an easy-to-find location on the school's website homepage.</td>
<td>The Administrative Team will monitor that the implementation steps are achieved by September 13th, by collecting the Code of Student Conduct student acknowledgement forms.</td>
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<tr>
<td>End: Fri, Oct 18</td>
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<td>Mr. Reed will house the Code of Student Conduct announcements in a folder.</td>
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<tr>
<td>Start: Tue, Sept 3</td>
<td>Announcements will be made on a regular basis to inform students of the Code of Student Conduct.</td>
<td>Mr. Reed, SCSI Instructor</td>
<td>An archive of the announcements will be housed by Mr. Reed.</td>
<td>The Administrative Team will check that the Code of Student Conduct is posted on the website. They will also review the details of the School Messenger phone call to ensure that it went out to all stakeholders.</td>
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<tr>
<td>End: Fri, Oct 18</td>
<td>Upload the Code of Student Conduct to the school's website homepage and send parents a School Messenger message explaining where to access the plan and where to direct questions.</td>
<td>Nicolina Bonilla, Assistant Principal; Beatriz Llano-Scherker, Webmaster; Richard Reed, SCSI Instructor</td>
<td>The Code of Student Conduct will appear on the school's website homepage. The School Messenger data will show that the message went out to all stakeholders.</td>
<td>Mr. Reed will house the Code of Student Conduct in a binder.</td>
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<tr>
<td>Start: Tue, Sept 3</td>
<td>Ongoing review of the Code of Student Conduct Plan one-on-one and in small group settings will take place in the counselors' offices and in small group settings.</td>
<td>Richard Reed, SCSI Instructor; Kerra Perez and Ana Shaw, Counselors; Maria Donate and Heidy Moreno, clerical.</td>
<td>Student Case Management Forms will be completed for each student that participated in the one-on-one or small group Code of Student Conduct Reviews.</td>
<td>The student case management forms will be entered in DSIS by the clerical team. The Student Services department will then organize them in a binder.</td>
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<td>End: Fri, Oct 18</td>
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### Secondary Essential Practice

**Celebrate Successes**

**Priority Actions for the Secondary Essential Practice**

Successes of student and staff will be celebrated by emphasizing accomplishments and collaboration.

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<td><strong>End:</strong> Fri, Oct 18</td>
<td>ELA and reading teachers will monitor student progress and achievement in iReady weekly progress reports, from Monday to Sunday at midnight.</td>
<td>English Language Arts (ELA) Teachers: Miriam Diaz, Elizabeth Cepero, Beatriz Garcia, Jessica Macia, Ruth Martinez, Sheryl Melero, Lois Seaman, and Ilene Snow</td>
<td>Data from weekly iReady assignment reports which demonstrates passing and mastery of LAFS Standards will be housed by each ELA teacher.</td>
<td>ELA teachers will log onto iReady to check the status of their students' iReady assignments each week and house the print-outs in a data binder.</td>
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<td><strong>Start:</strong> Tue, Sept 3</td>
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<td><strong>End:</strong> Fri, Oct 18</td>
<td>Students who meet and/or exceed weekly criteria in the iReady Reading and Mathematics program, will receive monthly rewards provided by the school's Dade Partners.</td>
<td>ELA Teachers: Miriam Diaz, Elizabeth Cepero, Beatriz Garcia, Jessica Macia, Ruth Martinez, Sheryl Melero, Lois Seaman, and Ilene Snow. Jennifer Lopez, Mathematics Department Chairperson; and Mathematics Teachers, Deborah Bertriz, Viviana Botana, Eric Huber, Renee Ishmael, and Ronald Saint-Albin</td>
<td>Data from weekly iReady assignments which demonstrates passing and mastery of LAFS and Mathematics Standards will be housed by ELA and Mathematics teachers. Students who meet criteria will be rewarded.</td>
<td>ELA and Mathematics teachers will log onto iReady and conduct iReady chats with students and keep track of students who achieve weekly goals.</td>
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<td>announce student incentives and potential rewards for achieving goals via the CCTV System and afternoon announcements.</td>
<td>Miriam Diaz, CCTV Teacher; Lois Seaman, Language Arts Department Chairperson; Jennifer Lopez, Mathematics Department Chairperson</td>
<td>The data from iReady will show an increase in the number of students who qualify for rewards.</td>
<td>The Assistant Principal, Nicolina Bonila; ELA and Mathematics Department Chairpersons, Lois Seaman and Jennifer Lopez, will monitor the iReady weekly ELA and Mathematics reports to identify students whose achievement increases each quarter.</td>
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<td><strong>End:</strong> Fri, Oct 18</td>
<td>Mathematics Teachers will monitor student progress and achievement in</td>
<td>Jennifer Lopez, Mathematics Department Chairperson; and Mathematics Teachers, Deborah Bertriz, Viviana Botana, Eric</td>
<td>Data from weekly iReady assignment reports which demonstrates passing and mastery of</td>
<td>Mathematics teachers will log onto iReady to check the status of their students' iReady assignments, each</td>
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</table>

[https://mdcpsportalapps2.dadeschools.net/SIPform](https://mdcpsportalapps2.dadeschools.net/SIPform)
iReady weekly progress reports, from Monday to Sunday at midnight.

Huber, Renee Ishmael, and Ronald Saint-Albin

Mathematics Standards will be housed by each Mathematics teacher.

week and house the print-outs in a data binder.

ACADEMIC PROGRAMS
Quarter 1 Implementation
(September 3 – October 18, 2019)

Academic Programs Outcome Statement

1. If teachers and students are provided with the data needed to make educational decisions and changes to instruction, then teaching practices will be adjusted to meet the needs of learners and learners will be more engaged in the process of learning. 2. If teachers are given the tools and training to effectively implement technology throughout their curriculum, then they will provide increased opportunities for technology supported learning. 3. If students who are not demonstrating adequate progress are identified through Ongoing Progress Monitoring, then teachers can alter their instruction in order to better meet the needs of those students.

Sustained Essential Practice

Collaborative Data Chats

Priority Actions for the Sustained Essential Practice

The administrative team will work closely with teachers to analyze their data. Time will be provided for data chats during collaborative planning times. Teachers will then use the data to drive instruction and to have data chats with learners.

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<td>Start: Tue, Sept 3</td>
<td>ELA/Reading teachers will implement Edmodo as a communication and collaboration tool for the department and for students.</td>
<td>ElizabethCepero, ESOL Teacher; Reading Marissa Ciocci, ELA Teacher; Miriam Diaz, Miriam Reading Teacher; Beatriz Garcia, ELA Teacher; Jessica Macia, ELA/Reading Teacher; Ruth Martinez, ELA Teacher; Sheryl Melero, ESOL Teacher; Lois Seaman, ELA Teacher Ilene Snow, ELA Teacher</td>
<td>Evidence will be in the form of Edmodo communications showing data chats, through the creation of posts, files, creation of classes, differentiated instruction, collaboration among department members and assignment of work to students.</td>
<td>Beatriz Llano-Scherker, Verizon InnovativeLearning Schools (VILs) Coach; Lois Seaman, Edmodo Administrator will monitor Edmodo communications and house evidence of data chats and differentiated instruction.</td>
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<tr>
<td>End: Fri, Oct 18</td>
<td>Once students have received their IPADS, seventh and eighth grade teachers will</td>
<td>Beatriz Garcia, ELA Teacher; Ruth Martinez, ELA Teacher; Sheryl Melero, ESOL Teacher</td>
<td>Evidence will be in the form of internet-based Collections Textbook reports.</td>
<td>Beatriz Llano-Scherker, VILs Coach; Lois Seaman, ELA Department Chairperson; The 7th and 8th Grade Teachers</td>
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<tr>
<td>Start: Tue, Sept 3</td>
<td>FSA Practice Pretest for writing will be implemented on computer and shared on One Drive for grades 7-8 with the intention of mirroring the experience they will have by taking the FSA Writing Test online for 2020 and data will be used to drive instruction.</td>
<td>Elizabeth Cepero, ELA Teacher; Beatriz Garcia, ELA Teacher; Ruth Martinez, ELA Teacher; Sheryl Melero, ESOL Teacher; and Ilene Snow, ELA Teacher</td>
<td>Evidence will be in the form of printed tests; evidence of data chats, debriefing of writing through lesson plans, screen shots of One Drive, and data charts per class period will be shared with learners and documented in teachers' data notebooks.</td>
<td>Lois Seaman, ELA Department Chairperson will assist the ELA teachers who will score the tests according to the State rubric for grades 6-10. Sixth-grade will also take the test, but they will take it on paper to mirror their testing experience. The student essay result data charts will serve as evidence of the practice.</td>
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**Primary Essential Practice**

**Technology Integration**

**Priority Actions for the Primary Essential Practice**

Professional development in the areas of technology integration and the application and monitoring of technology assisted learning, across the curriculum will be provided for teachers.

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<td>Start: Tue, Sept 3</td>
<td>Basic iPad/tablet skills will be reviewed in department meetings to</td>
<td>Lois Seaman, ELA Department Chairperson; David Lengomin, Social</td>
<td>(What evidence would demonstrate the Implementation Step was successfully executed?)</td>
<td>Nicolina Bonilla, Assistant Principal will review the</td>
</tr>
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### School Improvement Process

**End:** Fri, Oct 18

- Overcome hardware obstacles that may arise.
- Studies Department Chairperson; Jennifer Lopez, Mathematics Department Chairperson; Paola Ferreyra, Science Department Chairperson; and Jonelle Lindsay, Elective Department Chairperson; Beatriz Llanos-Scherker, VILs Coach
- Functions on iPads related to restarting, accessing the internet, signing into accounts, using the camera, and utilizing apps, and reflect iPad use in their lesson plans.
- Weekly department minutes for discussions and demonstrations of online resources.

**Start:** Tue, Sept 3

- Various online resources will be introduced during department meetings that will assist across the curriculum.
- Lois Seaman, ELA Department Chairperson; David Lengomin, Social Studies Department Chairperson; Jennifer Lopez, Mathematics Department Chairperson; Paola Ferreyra, Science Department Chairperson; and Jonelle Lindsay, Elective Department Chairperson; Beatriz Llanos-Scherker, VILs Coach
- Collaborative department meeting minutes will reflect the discussion and demonstration of online resources.
- Nicolina Bonilla, Assistant Principal will review the weekly department minutes for discussions and demonstrations of online resources.

**End:** Fri, Oct 18

- Departments will review and analyze the effective use of resources and strategies related to the integration of technology enhanced lessons across the curriculum and how technology can be used to provide differentiated instruction for Students with Disabilities.
- Lois Seaman, ELA Department Chairperson; David Lengomin, Social Studies Department Chairperson; Jennifer Lopez, Mathematics Department Chairperson; Paola Ferreyra, Science Department Chairperson; and Jonelle Lindsay, Elective Department Chairperson; Beatriz Llanos-Scherker, VILs Coach
- Lesson plans will show adjustment of strategies to provide the most effective use of technology enhanced learning for students with disabilities.
- The administrative team will conduct walk-throughs. They will also review teachers' lesson plans for evidence of technology enhanced lessons.

**Start:** Tue, Sept 3

- Professional Development demonstrations on the use of the Edmodo as a form of communication with students and parents will be offered during faculty meetings and department meetings.
- Lois Seaman, ELA Department Chairperson and Edmodo school liaison
- Department and faculty meeting agenda/minutes will reflect professional development activities providing demonstrations on the use of Edmodo.
- Nicolina Bonilla, Assistant Principal and Lois Seaman, ELA Department Chairperson and Edmodo school liaison will design the professional development and house the evidence of the resources provided to teachers.

### ESSA Reflection - NEW!

To complete the following ESSA Reflection, refer to the Every Student Succeeds Act (ESSA) Data Incorporation section in the Phase II Introduction for additional information.

*If you have met expectations with all subgroup(s) input n/a in the next two fields.*
Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners).

Students with Disabilities

In the narrative below, be sure to detail how you will address the school-wide improvement priorities for these identified subgroup(s).

Jovana Maximilien, SPED Department Chairperson, along with Ana Shaw and Kerra Perez, Counselors, will review students' grades during progress report time and at the end of each nine weeks. They will confer with the struggling SPED students to determine what is needed to be successful. Additionally, Jovana Maximilien will assist teachers across the curriculum in understanding the accommodations for the SPED students in order to ensure they are being met. Special Education teachers will have individualized data chats with their Special Education students and set goals for the nine weeks and reflect these data chats in their data notebook.

Secondary Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Secondary Essential Practice

Ongoing data collection on skills that are important to students' success is necessary in order to identify students who are not demonstrating adequate progress so that instruction can be altered to better meet the needs of individual students.

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<td><strong>Start:</strong> Tue, Sept 3</td>
<td>Teachers will analyze Performance Matters assessment data to identify students who do not show proficiency in 50% (or more) assessed benchmarks.</td>
<td>Mr. Lengomin, Civics Teacher and Department Chairperson; Ms. De Zayas, Civics Teacher</td>
<td>Individualized student data from Performance Matters highlighting students in need of intervention will be housed in a data notebook and used to drive instruction on teachers' lesson plans.</td>
<td>Nicolina Bonilla, Assistant Principal will review the data notebook and the department minutes which show reflection of data and collaborative planning.</td>
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<tr>
<td><strong>Start:</strong> Tue, Sept 3</td>
<td>Teachers will meet with identified students and have data chats to discuss the areas of concern in their progress.</td>
<td>Lois Seaman, ELA Department Chairperson; David Lengomin, Social Studies Department Chairperson; Jennifer Lopez, Mathematics Department Chairperson; and Paola Ferreyra, Science Department Chairperson</td>
<td>A meeting log of each of the student data chats will be housed by each teacher.</td>
<td>Deborah Leal, Principal and Nicolina Bonilla, Assistant Principal will review the data chat logs kept by each teacher.</td>
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<tr>
<td><strong>End:</strong> Fri, Oct 18</td>
<td>Teachers will create differentiated activities which</td>
<td>Lois Seaman, ELA Department Chairperson; David Lengomin, Social Studies Department Chairperson; Jennifer Lopez, Mathematics Department</td>
<td>Lesson plans will show differentiated instruction aimed at improving struggling students' weaknesses and will be</td>
<td>Deborah Leal, Principal and Nicolina Bonilla, Assistant Principal will review.</td>
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</table>
Parent Family Engagement Plan (PFEP)

All Title I schools will submit the PFEP to the Title I office for approval. Once approved, the PFEP will be uploaded into the School Improvement Process (Phase II) on or before the date outlined on the SIP/EESAC Timeline.

SCHOOL CULTURE
Quarter 2 Implementation
(November 5 – December 20, 2019)

School Culture Outcome Statement

1. If we provide the foundation for a safe and positive learning experience, then students' ability to succeed in school, careers, and life will be enhanced. 2. If teachers, students, and families are empowered with the knowledge of how the Progressive Discipline Plan works, then disciplinary referrals and actions will be reduced significantly. 3. If the successes of all stakeholders are celebrated, then all stakeholders would be more motivated to participate and achievement will increase, therefore, enhancing the overall school culture.

Sustained Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Sustained Essential Practice

Students will learn how to effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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<td>Start: Tue, Nov 5</td>
<td>Continue to deliver weekly Social/Emotional lessons via the morning announcements to ensure that all students feel</td>
<td>Kerra Perez, Counselor, Ana Shaw, Counselor</td>
<td>Social Emotional Learning (SEL) calendar will show topics discussed each week. Panorama Data will demonstrate improved Social</td>
<td>Nicolina Bonilla, Assistant Principal, will monitor that Kerra Perez, Student Services Department Chairperson,</td>
</tr>
<tr>
<td>Start: Tue, Nov 5</td>
<td>End: Fri, Dec 20</td>
<td>The counselors will deliver the Bullying Prevention lessons provided by the District Student Services Department to all grade levels to ensure that students understand the definition of Bullying, the different types of Bullying, and how to report Bullying Behaviors. Kerra Perez, Counselor, Ana Shaw, Counselor</td>
<td>Emotional attitudes. Counselor logs will show record of social emotional support that is offered to students.</td>
<td>The bullying prevention lessons will be archived in a binder that Ms. Perez organizes. Panorama Data will demonstrate improved Social Emotional attitudes. Counselor logs will show record of social emotional support that is offered to students who are being bullied or have bullied someone else.</td>
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</tbody>
</table>

| Start: Tue, Nov 5 | End: Fri, Dec 20 | Continue the MAWI Book study sessions. Discuss and implement the MAWI Growth Mindset strategies across all subject areas to help students feel that they can succeed both academically and socially. Deborah Leal, Principal and Nicolina Bonilla, Assistant Principal; Kerra Perez, Ana Shaw, Beatriz Llano-Scherker, and Jovana Maximilien, PLST Team members | Information learned from the MAWI 2.0 Book Study will be reflected in homeroom activities and in teachers’ classroom practices. | Nicolina Bonilla, Assistant Principal, Kerra Perez, Student Services Department Chairperson, and Ana Shaw, Professional Development Liaison, will keep teacher sign-in sheets and copies of topics that are covered during the book study. |

| Start: Tue, Nov 5 | End: Fri, Dec 20 | Deliver school-wide lessons on the dangers of sexting through the Digital Citizenship District Curriculum, so students understand the consequences and feel safe when using social media. Kerra Perez, Counselor, Ana Shaw, Counselor | The sexting portion of the Digital Citizenship Curriculum will be archived in a binder that Ms. Perez organizes. Panorama Data will demonstrate improved Social Emotional attitudes. Counselor logs will show record of social emotional support that is offered to students that have been involved in sexting. | Nicolina Bonilla, Assistant Principal, will monitor that Kerra Perez, Student Services Department Chairperson, organizes and delivers the sexting curriculum via the CCTV system to homerooms, using varied presenters. |

**Primary Essential Practice**

**Progressive Discipline Plan**

**Priority Actions for the Primary Essential Practice**

Norms, values, and expectations will be explicitly stated to all stakeholders. Established protocols will be followed when a student fails to follow the Code of Student Conduct. School policies will be enforced in an equitable manner.
### Implementation Date(s) | Implementation Steps | Person(s) Responsible (First & last name, position) | Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?) | Monitoring (How and Who?)
---|---|---|---|---
**Start:** Tue, Nov 5  
**End:** Fri, Dec 20  
Continual AM and PM Announcements regarding the Code of Student Conduct and Progressive Discipline Plan will be made, so students understand and are aware of the consequences should they choose to break the Code of Student Conduct. | Richard Reed, SCSI Instructor | Copy of morning and afternoon announcements will be housed by Mr. Reed. | The Administrative Team will monitor that the announcements are taking place. Mr. Reed will keep an archive of them in a binder. |
**Start:** Tue, Nov 5  
**End:** Fri, Dec 20  
A Restorative Justice Practice (RJP) training will be given to all students and teachers. | Ana Shaw, RJP Coordinator | The Student Training Schedule, Faculty Meeting Agenda, and sign in sheet will reflect that all students and teachers received the training. | The Administrative Team will monitor that the student and teacher trainings are taking place. |
**Start:** Tue, Nov 5  
**End:** Fri, Dec 20  
Restorative Justice Practice (RJP) Circles will be implemented to assist in conflict resolution. | Kerra Perez, Counselor, Ana Shaw, Counselor Mr. Reed, SCSI Instructor | Counselor logs will show record of RJP sessions that were offered to students who were involved in a conflict. | Ana Shaw, RJP Coordinator, will enter the circles that are completed into the District database. She will keep a binder with the information. |
**Start:** Tue, Nov 5  
**End:** Fri, Dec 20  
Counseling will be provided to students who break the Code of Student Conduct. | Kerra Perez, Counselor, Ana Shaw, Counselor | The student case management forms will be entered in DSIS. Counselor logs will show record of counseling sessions that were offered to students who broke the Code of Student Conduct. | Nicolina Bonilla, Assistant Principal, will review the student case management forms that are entered into DSIS. |

### Secondary Essential Practice

**Celebrate Successes**

**Priority Actions for the Secondary Essential Practice**

Successes of student and staff will be celebrated by emphasizing accomplishments and collaboration.
<table>
<thead>
<tr>
<th>Start: Tue, Nov 5</th>
<th>Faculty and Staff will nominate students and colleagues for the &quot;Student Spotlight&quot; or &quot;Staff Spotlight&quot; award. Each Friday a student and staff member will be recognized on the afternoon announcements by the Principal.</th>
<th>Jovana Maximilien, Team Leader Deborah Leal, Principal</th>
<th>Jovana Maximilien will house the nomination forms that are submitted in a binder.</th>
<th>The Administrative Team will monitor that the announcements are taking place each Friday.</th>
</tr>
</thead>
<tbody>
<tr>
<td>End: Fri, Dec 20</td>
<td>ELA and Mathematics teachers will monitor their students' iReady assignments to include lessons passed, and reward those students who successfully attained their goals. Individual teachers will give the students rewards that were provided by the school's Dade Partners.</td>
<td>Lois Seaman, ELA Department Chairperson; and ELA Teachers: Miriam Diaz, Beatriz Garcia, Jessica Macia, Ruth Martinez, Sheryl Melero, Leslie Ojeda, and Ilene Snow. Jennifer Lopez, Mathematics Department Chairperson; and Mathematics Teachers: Deborah Berriz, Viviana Botana, Eric Huber, Renee Ishmael, and Ronald Saint-Albin</td>
<td>Data from weekly iReady assignment reports which demonstrates passing and mastery of LAFS and Mathematics Standards will be housed by each ELA teacher.</td>
<td>Jennifer Lopez, Mathematics Department Chairperson and Lois Seaman, Language Arts Department Chairperson will monitor the teachers in their departments are reviewing the iReady Data with their students and are distributing the rewards.</td>
</tr>
<tr>
<td>Start: Tue, Nov 5</td>
<td>Students that have met their goal for iReady Reading and/or iReady Mathematics lessons passed will be celebrated at the iReady Celebration.</td>
<td>Lois Seaman, ELA Department Chairperson; and ELA Teachers: Miriam Diaz, Beatriz Garcia, Jessica Macia, Ruth Martinez, Sheryl Melero, Leslie Ojeda, and Ilene Snow. Jennifer Lopez, Mathematics Department Chairperson; and Mathematics Teachers: Deborah Berriz, Viviana Botana, Eric Huber, Renee Ishmael, and Ronald Saint-Albin</td>
<td>Data from weekly iReady assignments which demonstrates passing and mastery of LAFS and Mathematics Standards will be housed by ELA and Mathematics teachers. Ms. Diaz will keep the list of students who have earned the rewards as well as pictures and social media posts from the event.</td>
<td>Jennifer Lopez, Mathematics Department Chairperson and Lois Seaman, Language Arts Department Chairperson will monitor that the teachers in their departments are reviewing the iReady Data and turning in the names of the students who earned the award to Miriam Diaz, Team Leader.</td>
</tr>
<tr>
<td>End: Fri, Dec 20</td>
<td>Each Friday two students who have had perfect attendance will be chosen to receive a reward. Their names will be announced by the Principal on the Friday Afternoon Announcements.</td>
<td>Heidy Moreno, Attendance Clerk Jovana Maximilien, Team Leader Deborah Leal, Principal</td>
<td>Announcements will be housed in a binder by Jovana Maximilien.</td>
<td>The Administrative Team will monitor that the announcements are taking place each Friday.</td>
</tr>
</tbody>
</table>
Academic Programs Outcome Statement

1. If teachers and students are provided with the data needed to make educational decisions and changes to instruction, then teaching practices will be adjusted to meet the needs of learners and learners will be more engaged in the process of learning. 2. If teachers are given the tools and training to effectively implement technology throughout their curriculum, then they will provide increased opportunities for technology supported learning. 3. If students who are not demonstrating adequate progress are identified through Ongoing Progress Monitoring, then teachers can alter their instruction in order to better meet the needs of those students.

Sustained Essential Practice

Collaborative Data Chats

Priority Actions for the Sustained Essential Practice

The administrative team will work closely with teachers to analyze their data. Time will be provided for data chats during collaborative planning times. Teachers will then use the data to drive instruction and to have data chats with learners.

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
<th>Implementation Steps</th>
<th>Person(s) Responsible</th>
<th>Expected Evidence</th>
<th>Monitoring</th>
</tr>
</thead>
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<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td>Upon completion of the iReady Growth Monitoring and Diagnostic 2, Mathematics teachers will meet with students to discuss learning gains and progress towards year-end goals.</td>
<td>Jennifer Lopez, Mathematics Department Chairperson; and Mathematics Teachers: Viviana Botana, Eric Huber, Renee Ishmael, and Ronald Saint-Albin</td>
<td>Student data charts will be updated after Growth Monitoring (FSA Level 1's and 2's) and iReady Diagnostic 2. Student Growth Data charts will be housed in data folders.</td>
<td>Jennifer Lopez, Mathematics Department Chairperson will monitor that the teachers are tracking iReady learning gains with their students and comparing recent Growth Monitoring and Diagnostic 2 scores to previous scores from Diagnostic 1.</td>
</tr>
<tr>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>English Language Arts (ELA) Teachers will conduct weekly iReady Data Chats with their students. The focus will be on the number lessons passed.</td>
<td>Lois Seaman, ELA Department Chairperson; and ELA and Reading Teachers: Miriam Diaz, Beatriz Garcia, Jessica Macia, Ruth Martinez, Sheryl Melero, Leslie Ojeda, and Iiene Snow.</td>
<td>Weekly iReady Data Reports will be stored in a binder by each ELA teacher.</td>
<td>Lois Seaman, ELA Department Chairperson, will monitor that the teachers are updating their iReady data binders regularly.</td>
</tr>
</tbody>
</table>

Start: Tue, Nov 5
End: Fri, Dec 20

David Lengomin, Individualized student

https://mdcpsportalapps2.dadeschools.net/SIP/form
5
End: Fri, Dec 20

Assessment, the Civics teachers will conduct data chats with students to pinpoint areas of weakness. Extended learning opportunities will be tailored for the students based on the lowest benchmarks.

Social Studies Department Chairperson and Maria DeZayas, Civics Teacher

Performance data sheets will be provided to each student. Students will highlight the areas of concern based on data and sign the data sheet. Civics teachers will create an Excel spreadsheet delineating which benchmarks to focus on for each student.

Studies Department Chair will monitor to ensure that the data chats are taking place and that students are receiving extended learning opportunities.

Start: Tue, Nov 5
End: Fri, Dec 20

Science teachers will issue Gizmos lessons and then review the Gizmos data with students.

Paola Ferreyra, Science Department Chairperson; and Science Teachers: Martha Acosta, Horse Guardado, Candance Lane, Jovana Maximilien, and Arturo Sanchez.

As a result of the Gizmos lessons, Topic Assessment scores will increase. Teachers will house the Gizmos data in a binder.

Paola Ferreyra, Science Department Chairperson will monitor to ensure that the data chats are taking place and that students are being assigned the necessary Gizmos lessons.

Primary Essential Practice

Technology Integration

Priority Actions for the Primary Essential Practice

Professional development in the areas of technology integration and the application and monitoring of technology assisted learning, across the curriculum will be provided for teachers.

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
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<th>Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)</th>
<th>Monitoring (How and Who?)</th>
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</table>

Start: Tue, Nov 5
End: Fri, Dec 20

Lois Seaman, Edmodo Certified and Microsoft Innovator Trainer, will offer the following voluntary sessions for teachers to attend: Microsoft Mondays 8-9am; Tech Tuesdays 4-5pm; and Free-App Fridays during lunchtimes.

Lois Seaman, ELA Department Chairperson, Edmodo Certified, and Microsoft Innovator Trainer

Ms. Seaman will keep records of who has attended the various sessions. Teachers' lesson plans will contain activities based on the programs and Apps learned from the sessions.

Deborah Lea and Nicolina Bonilla, Administrative Team, will review the records of who has attended the technology sessions. Walk-throughs will be conducted to see the implementation of the technology.

Start: Tue, Nov 5
End: Fri, Dec 20

The Language Arts Department will implement "Tech Tuesdays" by utilizing Edmodo, a Learning

Lois Seaman, ELA Department Chairperson; and ELA and Reading Teachers: Miriam

The Edmodo accounts for each teacher will demonstrate that Edmodo is being used effectively. Teachers will print out

Lois Seaman, ELA Department Chairperson will monitor the usage of her departments' Edmodo accounts. It will

https://mdcpsportalapps2.dadeschools.net/SIP/form
<table>
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<tr>
<th>Start: Tue, Nov 5</th>
<th>End: Fri, Dec 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management System for classes, to focus on communication and collaboration in 20th Century Learning.</td>
<td>Diaz, Beatriz Garcia, Jessica Macia, Ruth Martinez, Sheryl Melero, Leslie Ojeda, and Ilene Snow</td>
</tr>
<tr>
<td>Jovana Maximilien, the Exceptional Student Education (ESE) Department Chairperson, along with Department Chairpersons: Paola Ferrcyra, David Lengomin, Jonelle Lindsay, Jennifer Lopez, and Lois Seaman</td>
<td>Teacher lesson plans will show SAMR progression. Department Chairpersons will include the SAMR Model in their department meeting discussions and how the SAMR can be used to meet the needs of SWD and include it in their meeting minutes.</td>
</tr>
<tr>
<td>Departments will focus on progressing through the SAMR model of technology integration and how the SAMR model can be utilized to meet the needs of Students with Disabilities (SWD), during their department meetings.</td>
<td>Department meeting minutes will be monitored by administration.</td>
</tr>
<tr>
<td>Faculty meetings will include presentations about the Blended Model of Technology Integration, in support of the Verizon Innovative Learning Schools initiative.</td>
<td>Deborah Leal and Nicolina Bonilla, Administrative Team, will include the Blended Model PD on faculty meeting agendas; Beatriz Llano-Scherker, Verizon Innovative Learning Coach will create the PD materials for the faculty meetings.</td>
</tr>
<tr>
<td>Beatriz Llano-Scherker, Verizon Innovative Learning Coach</td>
<td>Faculty meeting agendas will reflect mini-professional development (PD) opportunities about the Blended Model of Technology Integration.</td>
</tr>
</tbody>
</table>

**ESSA Reflection - NEW!**

To complete the following ESSA Reflection, refer to the Every Student Succeeds Act (ESSA) Data Incorporation section in the Phase II Introduction for additional information.

*If you have met expectations with all subgroup(s) input n/a in the next two fields.*

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners).

Students with Disabilities

*In the narrative below, be sure to detail how you will address the school-wide improvement priorities for these identified subgroup(s).*

Jovana Maximilien, the Exceptional Student Education (ESE) Department Chairperson, along with Ara Shaw and Kerra Perez, Counselors, will review students' grades during progress report time and at the end of each nine weeks. They will confer with the struggling ESE students to determine what is needed to be successful. Additionally, Jovana Maximilien will assist teachers across the curriculum in understanding the accommodations for the ESE students in order to ensure they are being met. Exceptional Student Education teachers will have individualized data chats with their ESE students and set goals for the nine weeks and reflect these data chats in their data notebook.

Lastly, review the Implementation Steps for the Primary Essential Practice in Quarter 1 Implementation above; be sure to include at least one Implementation Step to address the subgroup(s) that fell below the 41% threshold per the Federal Index.
### Priority Actions for the Secondary Essential Practice

Ongoing data collection on skills that are important to students’ success is necessary in order to identify students who are not demonstrating adequate progress so that instruction can be altered to better meet the needs of individual students.

<table>
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<tr>
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</tr>
</thead>
</table>
| **Start**: Tue, Nov 5  
**End**: Fri, Dec 20 | Mathematics teachers will create Reporting Groups for Lowest 25% on iReady to closely monitor this select group of students’ progress towards proficiency. | Jennifer Lopez, Mathematics Department Chairperson; and Mathematics Teachers: Viviana Botana, Eric Huber, Renee Ishmael, and Ronald Saint-Albin | When pulling iReady Growth reports, teachers will select reports targeted to their “Lowest 25%”. Copies of these reports will be kept in teacher data binder. | Jennifer Lopez, Department Chairperson will monitor that the binders are being updated at department meetings. During walk-throughs, administrators will review the binders. |
| **Start**: Tue, Nov 5  
**End**: Fri, Dec 20 | Algebra 1 and Geometry students will complete the Mid-Year Assessment. The teachers will pull data reports and engage students in the debriefing process, providing feedback about students’ performance. | Ronald Saint-Albin and Deborah Berriz; Algebra and Geometry teachers | MYA data reports will be printed by the Algebra 1 and Geometry teachers and organized in the teacher's data binder. | Administration will review the Mid-Year Assessment reports for each teacher. |
| **Start**: Tue, Nov 5  
**End**: Fri, Dec 20 | Edgenuity data will be reviewed by the Civics and Science teachers to monitor the progress of students in their assigned benchmarks of concern. | David Lengomin and Maria DeZayas, Civics Teachers; Martha Acosta, Honey Guardado, Candance Lane, Jovana Maximilien, and Arturo Sanchez, Science Teachers. | Student Edgenuity data organized in data binders. Edgenuity data discussions will take place at Department Meetings as evidenced by the Department | David Lengomin and Paola Ferreyra, Department Chairpersons, as well as Administration, will monitor the data binders. Administration will monitor the
| Start: Tue, Nov 5 | End: Fri, Dec 20 | Language Arts, Reading, and Mathematics Teachers will ensure that every student completes the iReady AP2 Assessment. Then they will review the iReady data from Assessment Period 2 for each student and assign lessons based on individual student needs. | Jennifer Lopez, Mathematics Department Chairperson; and Mathematics Teachers: Viviana Botana, Eric Huber, Renee Ishmael, and Ronald Saint-Albin; Lois Seaman, ELA Department Chairperson; and ELA and Reading Teachers: Miriam Diaz, Beatriz Garcia, Jessica Macia, Ruth Martinez, Sheryl Melero, Leslie Ojeda, and Ilene Snow. | iReady Reading and Mathematics AP2 reports will show that students completed the AP2 Assessment. Reports will be housed in the teachers' data binders. | Administration will review the iReady AP2 reports and compare them to AP1 reports for each teacher. |