SCHOOL IMPROVEMENT PROCESS 2019-2020

ACCELERATING EXCELLENCE

https://mdcpsportalapps2.dadeschools.net/SIP/form
School Location # -6221
Name of School - HAMMOCKS MIDDLE
MIAMI DADE COUNTY PUBLIC SCHOOLS
School Improvement Process

School Information

Name of School (School Number - School Name)
6221-Hammocks Middle School

Principal (Last Name, First Name)
Leal, Deborah

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)
Bonilla, Nicolina

MTSS Coordinator (Last Name, First Name)
Maximilien, Jovana

Demographic Overview

During the 2018-2019 school year, Hammocks Middle School's demographic overview showed that 91% of the students are Hispanic; 3% of the students were white; 3% were Black; 2% were Asian; 1% were other. During the 2018-2019 school year 79% of the school's students received free or reduced-price lunch services. One hundred percent of the teaching staff is identified as highly qualified.

Current School Status

a. Provide the School's Mission Statement

Through a cross-curricular, interdisciplinary approach, students will be given the necessary tools and nurturing so they may produce individualized growth and ultimately reach their highest potential.

b. Provide the School's Vision Statement

The Hammocks Middle School community will develop students who are confident, well balanced and independent young people who strive toward high academic standards.

School Narrative

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

Hammocks Middle School, built in 1984 is located on 15.01 acres, at 9889 Hammocks Boulevard, in the western most urban community of Miami-Dade County, Florida. The school serves a 91% Hispanic population. An overview of the total population of the school shows that 79% of the students are on free or reduced lunch services. This school has been retro-fitted to provide internet and intranet access to 100 percent of the classrooms. The school was also awarded the National Verizon Innovative Learning School Grant in 2019, which will provide all teachers and students with an iPad and internet services. The school is home to a magnet program specializing in legal studies, which provides a realistic courtroom where students argue cases, guest speakers from the judicial system, and an annual Law Day.

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

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

Phase I: Data Analysis (July 10 – July 19, 2019)

Phase I of the School Improvement Process will begin at the 2019 Synergy Summer Institute. The School Leadership Team (SLT) will participate and collaborate in a 3-day development workshop to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year. After an analysis of the data, the SLT will reflect on the current practices and processes contributing to the data results during a guided Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school’s continuous improvement process. The SLT will develop overarching Outcome Statements for the 2019-2020 school year. During the Synergy Summer Institute, the SLT will participate in coursework aimed to develop School Leadership Core Competencies to support the implementation of the school’s continuous improvement process.

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

Phase I includes:

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

Phase I

Data Analysis

Analyze - Reflect - Identify

Phase I will be completed during the 2019 Synergy Summer Institute.

July 10 - July 19, 2019

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

Through data disaggregation, reflection, and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2019-2020 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

- Identifying the Priority Actions for each Essential Practice selected
- Identifying the Outcome Statements for School Culture and Academic Programs
- Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2019-2020 Opening of Schools

DAY ONE- Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will review all 2018-2019 data points provided on the subsequent pages in the individualized School Culture Data Map and Academic Programs Data Map to analyze the results using the Data Driven Dialogue Protocol. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

Data and Systems Review

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

   - **Significantly Improved Data Findings:** Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school’s overall success.
   - **Neutral Data Findings:** Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate within the norm performance. Select the data points that, if improved, could have the greatest impact on the school’s overall performance.
   - **Significantly Decreased Data Findings:** Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.
3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled "Rationale for Selection of Data" for School Culture and Academic Programs.

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

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

## DATA AND SYSTEMS REVIEW ORGANIZER

### SCHOOL CULTURE

<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>The information on the Data Map for the school shows that 100% of Teachers felt engaged in the School Improvement Process in the 18-19 school year compared to 95% in 17-18, showing a 5 percentage points increase.</td>
<td>This data was selected primarily because the data shows that when Teachers feel that their contributions are important, then they apply the educational initiatives with fidelity.</td>
<td>Empower Teachers And Staff</td>
</tr>
<tr>
<td></td>
<td>The information on the Data Map for the school shows that 91% of Teachers utilized adequate strategies to deal with disruptive student behavior in the 18-19 school year, compared to 89% in 17-18, showing an 11 percentage points increase.</td>
<td>This data was selected primarily because the data shows that the steps in the Progressive Discipline Plan which the school incorporates as part of the Student Code of Conduct, proved to successfully reduce the incidents of disruptive behavior.</td>
<td>Social and Emotional Learning (SEL)</td>
</tr>
<tr>
<td></td>
<td>The information on the Data Map for the school shows that 97% of Teachers in the 18-19 school year felt that the Professional Development program kept them informed of new educational strategies, compared to 80% in 17-18, showing a 17 percentage points increase.</td>
<td>This data was selected primarily because the data shows that the steps that the school followed to provide Teachers with professional development opportunities did in fact serve the teachers.</td>
<td>Empower Teachers And Staff</td>
</tr>
</tbody>
</table>

Essential Practice for Significantly Improved Data Findings (Sustained)

Social and Emotional Learning (SEL)

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<table>
<thead>
<tr>
<th>Neutral Data Findings</th>
<th>School Improvement Process</th>
<th>Which Essential Practice(s) contributed most to the data findings?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information on the Data Map for the school shows that 30% of students were absent 6-10 days during the 18-19 school year, compared to 33% of students who were absent 6-10 days during the 17-18 school year, showing a 3 percentage point increase.</td>
<td>This data was selected primarily because it demonstrates that the school’s attendance intervention program did not significantly decrease the number of students who are absent 6 - 10 days a year.</td>
<td>Celebrate Successes</td>
</tr>
<tr>
<td>According to the Panorama Data for the school the number of students who felt that it was possible to change their level of intelligence went from 50% on the fall survey compared to 48% in the spring, showing a 2 percentage point decrease.</td>
<td>This data was selected primarily because the Growth Mindset model shows that it is possible to provide students with the tools necessary to believe that all learners can reach their academic potential and that intelligence has no boundaries.</td>
<td>Social and Emotional Learning (SEL)</td>
</tr>
<tr>
<td>The information on the Data Map for the school shows that 93% of Teachers during the 18-19 school year felt that the staff worked together as a team, compared to 92% in 17-18 school year, showing a 1 percentage point increase.</td>
<td>This data was selected primarily because the school is working toward providing all teachers with adequate time and a dedicated space to plan as a team on a regular basis. For example, departments are given three days each week where they can plan in collaborative academic teams.</td>
<td>Team Building Activities</td>
</tr>
</tbody>
</table>

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

**Celebrate Successes**

<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>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>
<td></td>
</tr>
<tr>
<td>Significantly Decreased Data Findings</td>
<td>The information on the Data Map for the school shows that Teachers who were absent 10.5 days or more increased from 20% in the 17-18 school year to 44% in the 18-19 school year, showing a 24 percentage point increase.</td>
<td>This data was selected primarily because teacher absences lead to loss of instructional contact hours with learners. Due to staff medical issues (FMLA) staff absences increased during the last school year.</td>
<td>Rewards/Incentives</td>
</tr>
<tr>
<td>According to the Panorama Data for the school the number of students who found that school is interesting, important, and useful was 55% in the fall of the 18-19 school year, compared to 47% in spring of the same year, showing an 8 percentage point decrease.</td>
<td>This data was selected primarily because it shows that Students’ interests need to be an important factor when developing the Subject Selection Form. Increased Student satisfaction will lead to enhanced student engagement.</td>
<td>Team Building Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicate With Stakeholde's</td>
<td></td>
</tr>
</tbody>
</table>
The information on the Data Map for the school shows that students with one disciplinary referral rose to 28% in the 18-19 school year, compared to 10% in the 17-18 school year, showing an 18 percentage point increase. This data was selected primarily because the significant increase in disciplinary referrals led to loss of instructional time and impacted the morale of Teachers and Students alike.

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

**Progressive Discipline Plan**

**DATA AND SYSTEMS REVIEW ORGANIZER**

**ACADEMIC PROGRAMS**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Significantly Improved Data Findings</strong></td>
<td>School-wide Proficiency in the Mathematics FSA increased from 48% in 2018 to 54% in 2019, showing a 6 percentage point increase.</td>
<td>This data was primarily selected because it supports that the use of topic assessments and data driven instruction led to increased student achievement. The administration analyzed the data with the entire faculty to determine the areas of need which became the major focus of the data chats held during department meetings.</td>
<td>Data-Driven Decision Making</td>
</tr>
<tr>
<td></td>
<td>Our FCAT Science Proficiency increased from 38% in 2018 to 44% in 2019, showing a 6 percentage point increase.</td>
<td>This data was selected because the Science Proficiency Scores rose 6 percentage points through the use of technology integration and ETO resources.</td>
<td>Technology Integration</td>
</tr>
<tr>
<td></td>
<td>Eighth Grade Proficiency in the English Language Arts FSA increased from 50% in 2018 to 56% in 2019, showing a 6 percentage point increase.</td>
<td>This data was selected primarily because it supports that the academic initiatives had a positive impact on 8th grade ELA Proficiency scores. These initiatives include Technology integration and collaborative data chats.</td>
<td>Collaborative Data Chats</td>
</tr>
</tbody>
</table>

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

**Collaborative Data Chats**

<table>
<thead>
<tr>
<th>Data Rating</th>
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<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></td>
<td></td>
</tr>
</tbody>
</table>
### Neutral Data Findings

<table>
<thead>
<tr>
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<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh grade Civ. cs Proficiency went from 82% in 2018 to 80% in 2019, showing only a 2 percentage point decrease.</td>
<td>This data was selected because although there was a decrease of 2% of students that scored proficient on the Civics EOC in 2019 compared to 2018, when compared to the proficiency rates of other Tier I schools, we scored 6% higher than they did. As a result continued use of boot-camps, differentiated instruction, and the use of Egenuity with fidelity needs to continue.</td>
<td>Ongoing Progress Monitoring Standards-Aligned Instruction</td>
</tr>
<tr>
<td>Geometry proficiency rates remained at 100% when comparing our 2018 scores to our 2019 scores.</td>
<td>This data was selected because through the use of standards aligned instruction, ongoing progress monitoring, and effective curriculum and resource utilization, 100% of our Geometry students passed the EOC.</td>
<td>Effective Curriculum and Resource Utilization Standards-Aligned Instruction</td>
</tr>
<tr>
<td>The Mathematics learning gains for the bottom 25% of students remained at 51% in 2018 and 2019, showing no change.</td>
<td>This data was selected primarily learnign gains fo the bottom 25% of students did not increase from the previous year. This shows that there is a need for more data driven decision making, differentiated instruction, and technology integration.</td>
<td>Data-Driven Decision Making Technology Integration Diffe:enti:ated Instruction</td>
</tr>
</tbody>
</table>

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

Ongoing Progress Monitoring

### Data Rating

- **Data Findings & Area**
  - Be specific in defining each data element below.

- **Significantly Decreased Data Findings**
  - Review of the Data Map for the school shows that, when compared to last year's ELA Proficiency rates, our sixth grade students dropped from 49% proficiency in 2018 to 41% proficiency in 2019, showing an 8 percentage point decrease.
  - This data was selected primarily because student achievement in the area of ELA affects achievement across the curriculum. Therefore data driven instruction is needed in order to focus on the critical areas of ELA skills which are also applied in Social Studies and Science.

- **Data-Driven Instruction**

  - In 2018, 100% of our Algebra I scored proficient on the Algebra I EOC, however, in 2019, 89% of
  - This data was chosen because there was an 11% decrease in Algebra I Proficiency rates when comparing 2018 to 2019. Who we are

  - Technology Integration
  - Student Engagement
  - Data-Driven Instruction

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our students scored proficient, placing in Algebra I needs to be looked at even closer in order to ensure success.

Our School-wide learning gains in mathematics on the FSA, decreased across all grade levels from 62% in 2018 to 57% in 2019, showing a 5 percentage point decrease.

This data was selected primarily because even though data chats occurred, and differentiated instruction was utilized, only 57% of students made learning gains. Specific students that are struggling need to be highlighted and specific interventions need to be administered in order to ensure that they make the necessary learning gains.

Essential Practice for Significantly Decreased Data Findings (Primary)

Technology Integration

ESSENTIAL PRACTICES REVIEW

School Leadership Teams will examine the “Connected Essential Practices” column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.

Sustained Essential Practice

To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Improved Data Findings” section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific.

Primary Essential Practice

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Decreased Data Findings” section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school’s overall performance during the 2019-2020 school year.

Secondary Essential Practice

To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the “Neutral Data Findings” section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school’s overall performance during the 2019-2020 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2019-2020 school year.

SCHOOL CULTURE

Sustained Essential Practice
Social and Emotional Learning (SEL)

Primary Essential Practice
The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school’s overall performance during the 2019-2020 school year. The next step in the process is to assess and develop the School Leadership Team’s skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader’s ability to affect change within a school. During the Synergy Summer Institute, coursework will allow for the evaluation and development of these School Leadership Core Competencies to increase efficiency and skill mastery which can be used by school leaders to successfully implement the School Improvement Process.

**Competency 1: Commitment to Students** A relentless pursuit and commitment to student learning as evidenced by a belief in one’s own capability, and the courage to take a stand on behalf of students.

Commitment to Students includes certain behaviors such as:

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

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

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

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

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

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

Developing Others includes certain behaviors such as:

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

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

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

Engaging the Team includes certain behaviors such as:

- empowering others
- keeping people on the team informed
- ensuring that the team produces as planned
- promoting the morale and performance of a team
- obtaining resources that the team needs to perform
- motivating the team with a compelling vision and enthusiasm

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

**School Leadership Core Competency Course Reflections**

School Leadership Teams will participate in a series of courses during the Synergy Summer Institute to measure and develop School Leadership Core Competencies and utilize these high-level competency skills to implement the identified Essential Practice Enhancements to improve outcomes within School Culture and Academic Programs. SLTs will reflect on their current leadership roles and implementation of the core competencies and consider opportunities for growth and application of each core competency for the 2019-2020 school year.

**Competency 1: Commitment to Students**
Describe the School Leadership Team's current reality regarding Commitment to Students.

Hammocks Middle School is committed to setting high expectations for all learners, while allowing students to take ownership of their learning.

As evidenced by:

HMS utilizes a 100% inclusion model for all Students With Disabilities (SWD) (HMS won SPED student of the year for M-DCPS for 2018-2019). HMS was also named a Verizon Innovative Learning Schools (VILs) grant recipient in 2019. Additionally, a wider selection of electives are now provided based on student survey

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 in the SIP to incorporate students’ cognitive and affective needs and interests through the use of the school’s action plan which provides for student surveys, increased use of technology, an all-inclusive model, and increased social-emotional learning.

Competency 2: Focusing on Sustainable Results

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

Hammocks Middle School is committed to challenging all learners by setting high standards and teaching them to overcome barriers.

As evidenced by:

Data is analyzed by all stakeholders and a plan for success is developed early in the year. Additionally, data is used to design and drive instruction during collaborative department meetings three times a week and during in-house professional development opportunities.

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

The School Leadership Team will use the Focusing on Sustainable Results competency to ensure that data is used to develop a course of action based on prioritized areas of need, which are reflected on the SIP Goals and Implementation Steps.

Competency 3: Developing Others

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

Hammocks Middle School is committed to influencing the success of all stakeholders by providing positive expectations, meaningful feedback, and ensure everyone has the tools to be successful.

As evidenced by:

Surveys are used to gather information on the needs of all stakeholders. Professional Development sessions are then designed to meet the needs that address the results of surveys and data.

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

The School Leadership Team will use the Developing Others competency in the SIP process by creating professional development designed to ensure that meaningful strategies which will impact students' cognitive and affective needs are included.

Competency 4: Engages the Team

Describe the School Leadership Team's current reality regarding Engages the Team.
Hammocks Middle School is committed to engaging all stakeholders while raising morale and ensuring that everyone has what they need to succeed.

As evidenced by:

Meetings are held regularly to share data, important information, resources, and provide professional development opportunities. Furthermore, team-building activities are held to give teachers a fun way to bond and learn to work together. Additionally, guest speakers are brought in to demonstrate how data is used drive instruction and the resources which exist to support the areas of need.

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

The School Leadership Team will use the Engages the Team competency in the SIP process by communicating with all stakeholders to address their morale needs, to obtain resources, and to provide for meaningful alignment with the school’s clearly defined goals.

DAY THREE- Synergy Summer Institute

PRIORITY ACTIONS DEVELOPMENT

School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2019-2020 school year.

Sustained Essential Practice

SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2019-2020 school year.

Secondary and Primary Essential Practices

SLTs will identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2019-2020 school year.

Priority Actions

Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2019-2020 school year. These actions will be captured under Priority Actions.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2019-2020 school year.

SCHOOL CULTURE

Sustained Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Sustained Essential Practice

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.

**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.

**Secondary Essential Practice**

Celebrate Successes

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

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

**ACADEMIC PROGRAMS**

**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.

**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.

**Secondary Essential Practice**

Ongoing Progress Monitoring

**Priority Actions to Enhance 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.

**OUTCOME STATEMENTS**

*The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2019-2020 school year. SLTs will:*

- Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.
- Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.
Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2019-2020 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

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.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

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.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development to be provided during the Opening of School activities on one or both Teacher Planning Day(s). In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process during the Synergy Summer Institute with teachers and staff to garner feedback.

The professional development should include a summary of the:

- Data and Systems Review Summary
- School Leadership Core Competency Course Reflections
- Sustained Essential Practice and Priority Actions
- Primary & Secondary Essential Practice Selections
  - Priority Actions
- Outcome Statements

The professional development should include opportunities to gather teachers' and staff input/feedback on the following:

- Sustained Essential Practice and Priority Actions
- Primary & Secondary Essential Practice Selections
  - Priority Actions - How will the priority actions be addressed during the school year?
- Brainstorm possible Implementation Steps
- Identify possible roles/resources
# Opening of School Professional Development Agenda

<table>
<thead>
<tr>
<th>Opening of School Date</th>
<th>Phase I Topic</th>
<th>Process Description</th>
<th>Activity Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>(08/15/19) AM-PM</td>
<td><strong>What topic will be shared?</strong></td>
<td>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</td>
<td>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</td>
</tr>
<tr>
<td>8/15/19 8:30-9:00am</td>
<td>Icebreaker activity</td>
<td>Connecting with all Colleagues</td>
<td>PLST Team</td>
</tr>
<tr>
<td>8/15/19 9:00am-10:00am</td>
<td>Panorama Data is reviewed with the staff.</td>
<td>1. Opening Activity-&quot;At School, all students should feel__&quot; 2. Data Analysis from Panorama 3. Team Planning on identifying strengths and deficits and how to improve the deficits</td>
<td>PLST Team and Counselors</td>
</tr>
<tr>
<td>8/15/19 10:00am-12:00pm</td>
<td>Review Phase 1 of the SIP with the teachers. Review of FSA, EOC, and FCAT Data</td>
<td>1. Share the School Culture Data Map 2. Review the the Significantly Increased Data Findings, Significantly Decreased Data Findings, and the Neutral Data Findings. 3. Share the School Culture Essential Practices. 4. By department, teachers review the Academic Data Map. 5. Determine the Significantly Increased Data Findings, Significantly Decreased Data Findings, and the Neutral Data Findings. 6. Determine the Essential Practices and the necessary Implementation Steps. 7. Departments will share out their findings.</td>
<td>PLST Team</td>
</tr>
<tr>
<td>8/15/19 12:30-3:50pm</td>
<td>Blended Learning</td>
<td>1. Examine foundational principles of Blended Learning 2. Establish systems and protocols for implementing Bended Learning best practices 3. Determine the principles that will most benefit the teacher and their students.</td>
<td>Tom Driscoll, Verizon Innovative Learning (VIL) Representative</td>
</tr>
</tbody>
</table>
School Location # -6221

Name of School - HAMMOCKS MIDDLE
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 Schools 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 (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>
</tr>
</thead>
<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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<tr>
<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, Beatrix Llano-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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<td><strong>End:</strong> Fri, Oct 18</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; Richard Reed, Faculty and Staff</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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### 3  
**End:** Fri, Oct 18

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<tr>
<td><strong>Start:</strong> 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>
</tr>
<tr>
<td><strong>End:</strong> Fri, Oct 18</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>Mr. Reed will house the Code of Student Conduct announcements in a folder.</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Sept 3</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>The Administrative Team, Deborah Leal and Nicolina Bonilla, 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>
</tr>
</tbody>
</table>

**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.
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>
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</tr>
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<tbody>
<tr>
<td>Start: Tue, Sept 3</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>End: Fri, Oct 18</td>
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<tr>
<td>Start: Tue, Sept 3</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 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. 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>End: Fri, Oct 18</td>
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<tr>
<td>Start: Tue, Sept 3</td>
<td>Announce student incentives and potential</td>
<td>Miriam Diaz, CCTV Teacher; Lois Seaman, Language Arts Department Chairperson; Jennifer Lopez,</td>
<td>The data from iReady will show an increase in the number of students</td>
<td>The Assistant Principal, Nicolina Bonilla; ELA and Mathematics Department</td>
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<tr>
<td>End: Fri, Oct 18</td>
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</table>
School Improvement Process

| rewards for achieving goals via the CCTV System and afternoon announcements. | Mathematics Department Chairperson | who qualify for rewards. | Chairpersons, Lois Seaman and Jennifer Lopez, will monitor the iReady weekly ELA and Mathematics reports to identify students whose achievement increases each quarter. |

| Start: Tue, Sept 3 | Mathematics Teachers will monitor student progress and achievement in iReady weekly progress reports, from Monday to Sunday at midnight. | Jennifer Lopez, Mathematics Department Chairperson; and Mathematics Teachers, Deborah Berriz, Viviana Botana, Eric Huber, Renee Ishmael, and Ronald Saint-Albin | Data from weekly iReady assignment reports which demonstrates passing and mastery of Mathematics Standards will be housed by each Mathematics teacher. | Mathematics 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. |

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.

<table>
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<tr>
<th>Implementation Date(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Start: Tue, Sept</td>
<td>ELA/Reading</td>
<td>ElizabethCepero, ESOL</td>
<td>Evidence will be in</td>
<td>Beatriz Llano-Scuerker,</td>
</tr>
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https://mdcpsportalapps2.dadeschools.net/SIP/form
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</table>
| End: Fri, Oct 18 | Teachers will implement Edmodo as a communication and collaboration tool for the department and for students.  
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  
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.  
Verizon Innovative Learning Schools (VILs) Coach; Lois Seaman, Edmodo Administrator will monitor Edmodo communications and house evidence of data chats and differentiated instruction. |
| Start: Tue, Sept 3  
End: Fri, Oct 18 | Once students have received their IPADS, seventh and eighth grade teachers will use Collections online for annotation, blended learning in the form of differentiation based on formal and informal data, and assessments to demonstrate learning.  
Beatriz Garcia, ELA Teacher; Ruth Martinez, ELA Teacher; Sheryl Melero, ESOL Teacher; and Ilene Snow, ELA Teacher  
Evidence will be in the form of internet-based Collections Textbook reports.  
Beatriz Llano-Scherker, VILs Coach; Lois Seaman, ELA Department Chairperson; The 7th and 8th Grade ELA Teachers will monitor classrooms iPad. |
| Start: Tue, Sept 3  
End: Fri, Oct 18 | 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.  
Elizabeth Cepero, ELA Teacher; Beatriz Garcia, ELA Teacher; Ruth Martinez, ELA Teacher; Sheryl Melero, ESOL Teacher; and Ilene Snow, ELA Teacher  
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.  
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 chats will serve as evidence of the practice. |
| Start: Tue, Sept 3  
End: Fri, Oct 18 | After the completion of topic assessments, data chats will take place to determine strengths/weaknesses, in science classes.  
Martha Acosta, Teacher; Paola Ferreyra, Science Department Chairperson and Teacher; Honey Guardad, Teacher; Candance Lane, Teacher; Jovana Maximilien, Teacher;  
Improvement on following Topic Assessments, as well as, the MYA in 8th grade will demonstrate the effective use of student data chats to drive instruction.  
Nicolina Bonilla, Assistant Principal and Deborah Leal, Principal, will review the data notebooks kept by each teacher. |
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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</tr>
</thead>
<tbody>
<tr>
<td><strong>Start:</strong> Tue, Sept 3</td>
<td>Basic iPad/tablet skills will be reviewed in department meetings to overcome hardware obstacles that may arise.</td>
<td>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 Llano-Scherker, VILs Coach</td>
<td>Department members will be able to execute basic 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.</td>
<td>Nicolina Bonilla, Assistant Principal will review the weekly department minutes for discussions and demonstrations of online resources.</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>Various online resources will be introduced during department meetings that will assist across the curriculum.</td>
<td>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 Llano-Scherker, VILs Coach</td>
<td>Collaborative department meeting minutes will reflect the discussion and demonstration of online resources.</td>
<td>Nicolina Bonilla, Assistant Principal will review the weekly department minutes for discussions and demonstrations of online resources.</td>
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<tr>
<td><strong>End:</strong> Fri, Oct 18</td>
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<tr>
<td><strong>Start:</strong> Tue, Sept 3</td>
<td>Departments will review and analyze the effective use of resources and strategies</td>
<td>Lois Seaman, ELA Department Chairperson; David Lengomin, Social Studies Department</td>
<td>Lesson plans will show adjustment of strategies to provide the most</td>
<td>The administrative team will conduct walk-throughs. They will also</td>
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<td><strong>End:</strong> Fri, Oct 18</td>
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<tr>
<td>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.</td>
<td>Chairperson; Jennifer Lopez, Mathematics Department Chairperson; Paola Ferreyra, Science Department Chairperson; and Jonelle Lindsay, Elective Department Chairperson; Beatriz Llano-Scherker, VIIs Coach</td>
<td>Effective use of technology enhanced learning for students with disabilities.</td>
<td>Review teachers' lesson plans for evidence of technology enhanced lessons.</td>
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<tr>
<td>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.</td>
<td>Lois Seaman, ELA Department Chairperson and Edmodo school liaison</td>
<td>Department and faculty meeting agenda/minutes will reflect professional development activities providing demonstrations on the use of Edmodo.</td>
<td>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.</td>
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</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, 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 conference 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.
<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
<th>Implementation Steps</th>
<th>(First &amp; last name, position)</th>
<th>(What evidence would demonstrate the Implementation Step was successfully executed?)</th>
<th>(How and Who?)</th>
</tr>
</thead>
<tbody>
<tr>
<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. Lengomín, 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 notebooks and the department minutes which show reflection of data and collaborative planning.</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 with identified students and have data chats to discuss the areas of concern in their progress.</td>
<td>Lois Seaman, ELA Department Chairperson; David Lengomín, 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>
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<td><strong>Start:</strong> Tue, Sept 3</td>
<td>Teachers will create differentiated activities which address student weaknesses.</td>
<td>Lois Seaman, ELA Department Chairperson; David Lengomín, Social Studies Department Chairperson; Jennifer Lopez, Mathematics Department Chairperson; and Paola Ferreyra, Science Department Chairperson</td>
<td>Lesson plans will show differentiated instruction aimed at improving struggling students' weaknesses and will be developed during weekly department collaborative planning sessions.</td>
<td>Deborah Leal, Principal and Nicolina Bonilla, Assistant Principal will review teachers' lesson plans for evidence of differentiated instruction.</td>
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<td><strong>End:</strong> Fri, Oct 18</td>
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<td><strong>Start:</strong> Tue, Sept 3</td>
<td>Departments develop effective resources and strategies related to technology designed to address students' differentiated needs.</td>
<td>Lois Seaman, ELA Department Chairperson; David Lengomín, Social Studies Department Chairperson; Jennifer Lopez, Mathematics Department Chairperson; Paola Ferreyra, Science Department Chairperson; and Beatriz Llano-Scherker, VILs Coach</td>
<td>Department meeting minutes will reflect discussion of the use of technology designed to meet the needs of struggling learners.</td>
<td>Deborah Leal, Principal and Nicolina Bonilla, Assistant Principal will review department minutes from the weekly collaborative planning meetings.</td>
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<td><strong>End:</strong> Fri, Oct 18</td>
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**Parent Family Engagement Plan (PFEP)**