School Location # -6221

Name of School - HAMMOCKS MIDDLE
Phase III: Mid-Year Review

Phase IV: School Culture and Academic Programs

Q3 & Q4 Implementation

Reflect -- Modify -- Implement

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

In addition to completing the Phase III Mid-Year Review, the School Leadership Team will create Phase IV Implementation Steps for both School Culture and Academic Programs to implement from February 3 – May 1, 2020.

Phase III: Mid-Year Readiness Data and Systems Review should directly inform the Phase IV: School Culture and Academic Programs Q3 & Q4 Implementation Steps.

- **Data Review:** a thorough disaggregation and analysis of all pertinent data points to evaluate outcomes and inform future actions needed to achieve school goals.
- **Systems Review:** a thorough analysis of the impact of the implementation steps to inform future actions needed to achieve the school goals.

Phase III: Mid-Year Review

January 6 – January 31, 2020

- Complete the School Improvement Process Mid-Year Reflection utilizing the Data Review Analysis and Systems Review
- Gather teachers and staff feedback regarding progress of Phase II Implementation Steps
- Develop Phase IV: Q3 and Q4 Implementation Steps with School Leadership Team
- Review Phase III of the School Improvement Process (EESAC)

Phase IV: School Culture and Academic Programs Q3 & Q4 Implementation

February 3 – May 1, 2020

- Monitor the execution of Q3 & Q4 Implementation Steps to ensure a high degree of fidelity

During Q3 & Q4 Implementation, schools will execute Q3 & Q4 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed, and the impact obtained based on collected evidence.

**Implementation Steps Requirements:**
Phase III: MID-YEAR DATA MAP

Data Maps Link

**Phase III: MID-YEAR DATA REVIEW**

January 6 - January 31, 2020

Convene the SLT to examine, interpret and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

1. **Describe the process used by the SLT to examine, interpret, and disseminate the Mid-Year Data Map for School Culture and Academic Programs.**

   The school administration provided data for the SLT, which included our Mid-Year Data Map, the ELA and Mathematics data comparing the Fall (AP1) and Winter (AP2) iReady Assessment results, Mid-Year Assessment (MYA) data, and Panorama data. The administration then met with the SLT to discuss the results and identify the areas of strengths and weaknesses, as compared to last year's mid-year results. All department chairpersons met with their departments to discuss the results, including our areas of strengths and weaknesses, and they were asked to return to the SLT with suggestions for the Quarter Three and Four Implementation plan.

2. **In relation to your 2020 school grade goals and your Outcome Statement for School Culture describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.**

   When comparing the Fall 2019 Panorama Survey data to the Spring 2019 data, the data that we found most encouraging was 61% of the students attending Hammocks Middle School have a favorable perception of the overall school climate as compared to 48% in the Spring of 2019. The number of students indicating that they feel respected and that their opinions and feelings matter has increased to 51%, from 42% as indicated on the Spring of 2019 Panorama Survey. However, there was a 0% change in the area of Grit when comparing the Spring 2019 Panorama Survey results to the Fall of 2019 results. Additionally, a 1% decrease in the area of Self Efficacy was noted.

3. **In relation to your 2020 school grade goals and your Outcome Statements for Academic Programs, describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.**

   When comparing iReady Math and Reading AP1 data to AP2 data, we increased the percentage of Tier 1 Math and ELA students while decreasing the number of Tier 3 students in each grade level. In Math, students across all grade levels are showing average scale score changes above the district average. However, we are concerned because 48% of our students are considered Tier 3 in Mathematics. That is an increase of 3% when compared to last year's AP2 data. Additionally 20% of our Math students are Tier 1 compared to 21% last year. As a school we have a goal to maintain at least 58 points in mathematics proficiency. When comparing AP1 to AP2 Reading iReady data, the number of Tier 1 sixth grade students increased by 5%, seventh grade increased by 1%, and 8th grade increased by 3%. Unfortunately, even though there was an increase, the average iReady Reading scale score change in each of the grade levels was below the district average.
4. In terms of grade-levels and/or subject areas, what patterns are evident in the data examined?

The number of Tier 1 Reading students increased by 2% while the number of Tier 3 student decreased by 2% when comparing AP1 to AP2 iReady Reading Data. Sixth grade had the highest increase of Tier 1 Reading students, 5%, when comparing AP1 to AP2. However, when comparing our iReady Reading average scale score changes, we were below the district average in all grade levels, and we were significantly below the District Average in sixth grade. In sixth grade, our Reading average scale score change was one point while the District was 7 points. In seventh and eighth grade, our average scale score change was seven points while the District was 9. In Math, students across all grade levels are showing average scale score changes above the district average. Seventy-two percent of our 6th graders are scoring at or above 50% proficiency on Topic Assessments compared to the 56% who scored proficient on the Spring 2019 5th Grade Math FSA. The number of Tier 1 Math students increased by 4% when comparing AP1 to AP2 while the number of Tier 3 students decreased by 8%.

5. In terms of subgroups (ELL, SWD, L25, etc.) what patterns are evident in the data examined?

In Math, according to the AP2 iReady Math Assessment data, two percent of our lowest 25% are Tier 1 students, while 13% are Tier 1 students, and 86% are Tier 3 students. In Reading, according to AP2 iReady Reading Assessment data, four percent of our lowest 25% are Tier 1 students, while 10% are Tier 2 students, and 86% are Tier 3 students. When comparing iReady Reading AP1 results to AP2 results for ELL students, the total number of Tier 1 students increased, while the total number of Tier 3 students decreased for every grade level. There was a six percent increase in the number of sixth grade Tier 1 Reading ELL students, while there was a 27% decrease of the number of sixth grade Tier 3 ELL students. Additionally, there was a seven percent increase in the number of seventh grade Tier 1 Reading ELL students, and a 16% decrease in the number of ELL seventh grade Tier 3 students. Although the number of 8th grade Tier 1 ELL students stayed the same, there was a 12% decrease in the number of Tier 3 iReady ELL Students.

Phase III: MID-YEAR SYSTEMS REVIEW

January 6 - January 31, 2020

Discuss the monitoring of the Quarter 1 and Quarter 2 implementation Steps to determine the degree of impact on School Culture and Academic Programs.

School Culture

1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions led to data surpassing expectations? Provide examples.

We have designated every Thursday as Social Emotional Learning (SEL) day. During Homeroom on Thursdays, students and teachers participate in various SEL activities. Some of the SEL activities have included Restorative Justice Practice (RJP) Presentations, RJP Circles, and lessons on good decision making and using your assertive voice. Additionally, we are celebrating the successes of our Hammocks Family on at least a weekly basis. We have implemented the Student and Employee Spotlight where every Friday an administrator goes on the afternoon announcements to acknowledge something positive an employee or a student did that week. We also had an iReady celebration to celebrate the iReady success of 247 of our students. As a result of these actions, our Panorama Student Survey data increased 10% when comparing the Spring 2019 to the Fall 2019 survey results.

2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions (or lack thereof) led to data falling short of expectations? Provide examples.

According to the Panorama Student Survey, there was a 0% change in the area of Grit when comparing the Spring 2019 survey to the Fall of 2019 survey. Additionally, a 1% decrease in the area of Self Efficacy was noted. Although there is a strong focus on our school culture this school year, it seems as if the focus is on improving the "Supports and Environment" Panorama data instead of it being on both the "Supports and Environment" and "Competencies" data. As a result, there is a need for more intensive motivational activities to help students understand and feel that they can achieve high academic outcomes.

Academic Programs
1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions led to data surpassing expectations? Provide examples.

Upon completion of the iReady Growth Monitoring and Diagnostic 2, Mathematics teachers met with students to discuss learning gains and progress towards year-end goals. Additionally, they reviewed the iReady lessons passed with each of their students on a weekly basis. Mathematics teachers created Reporting Groups for Lowest 25% on iReady to closely monitor the group of students’ progress towards proficiency. Language Arts, Reading, and Mathematics Teachers reviewed the iReady data from Assessment Period 1 and 2 for each student and assigned lessons based on individual student needs.

2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions (or lack thereof) led to data falling short of expectations? Provide examples.

We increased the percentage of Tier 1 ELA students while decreasing the number of Tier 3 students in each grade level. However, gains were not at the targeted level in ELA. Although Language Arts teachers are conducting weekly iReady data chats with their students, not all students are passing the required lessons. Additionally, the differentiated activities that the Language Arts teachers have created to address student weaknesses are helping students move in the right direction, however the gains are not as significant as we need them to be. For example, when comparing API to AP2 Reading iReady data, the number of Tier 1 sixth grade students increased by 5%, seventh grade increased by 1%, and 8th grade increased by 3%. Unfortunately, their average iReady Reading scale score change in each of the grades was below the district average.

3. As a result of the data review, will you be changing your school grade goals?

No

If yes, what school grade goals need to be revised and why?

N/A

Be sure to resubmit the School Grade Goal Survey if you have made changes to your goals, use Briefing #26199.

School Leadership Core Competencies

Competency 1: Commitment to Students

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.

Review the Phase I description of how the School Leadership Team will use the Commitment to Students competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

The School Leadership Team has provided ongoing support of the SIP’s action plan by providing in house weekly professional development for teachers during their department meetings three times a week and during select faculty meetings. The topics of the information shared and hands-on experiences provided include: Technology Blended Model, the Technology Integration Matrix (TIM), iReady monitoring and goal-setting, use of Apps (Edmodo, Remind, Nearpod, Flipgrid, Sway, and others), and the MAWI approach to supporting the affective needs of learners.

Competency 2: Focusing on Sustainable Results

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.

Review the Phase I description of how the School Leadership Team will use the Focusing on Sustainable Results competency within the School Improvement Process. To what extent has this been implemented?
Where are areas in need of improvement? Provide evidence.

The administrative team continues to conduct data chats with all teachers to review the data from the midyear assessments and the weekly iReady results. Each teacher maintains a data notebook which demonstrates the data chats they conduct with students regularly. Through these data chats, assessments results demonstrate that ELA, is an area that needs improvement. When comparing AP1 to AP2 Reading iReady data, the number of sixth grade Tier 1 students increased by 5%, seventh grade increased by 1%, and 8th grade increased by 3%.

Competency 3: Developing Others

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.

Review the Phase I description of how the School Leadership Team will use the Developing Others competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

The SLT made a concerted effort to ensure that all teachers are given the opportunity to attend and participate in professional developments to obtain meaningful strategies that impact students' cognitive and affective needs. All teachers are participating in a MAWI Professional Learning Community Book Study that addresses the social emotional needs of students. As evidenced by sign in sheets, teachers meet once a month with their book study groups in order to discuss the book and develop strategies that will benefit themselves as educators and their students. The book study has been implemented with fidelity. The majority of teachers are involved and taking the information learned back to their classroom, however there are a couple teachers that are not as actively engaged as we would like.

Competency 4: Engages the Team

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.

Review the Phase I description of how the School Leadership Team will use the Engages the Team competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

The School Improvement Plan goals and action plan are the first topic of discussion during all department meetings three times a week, during all faculty meetings, and during the EESAC meetings. The SIP is also discussed during the monthly PTSA meetings, as well. Regular School Messenger messages are sent home to families regarding SIP, Social-Emotional, and other topics. The Leadership Team works with local Dade Partners and businesses to obtain rewards and resources and to plan rewarding activities for students and faculty members.

Phase III: MID-YEAR REVIEW CONCLUSION

How will the findings and the next steps from the Data and Systems Review on School Culture and Academic Programs be disseminated to all pertinent stakeholders?

The information from the mid-year review and all related findings will be shared with all stakeholders during the EESAC meeting, through the department chair meetings, through data chats with the SLT and individual teachers, and during one-on-one data chats with students.

Phase IV: School Culture

Q3 & Q4 Implementation

(February 3 – May 1, 2020)

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>
</thead>
<tbody>
<tr>
<td></td>
<td>Continue using strategies learned through the MAWI Curriculum to assist students with their Social/Emotional Growth. This includes Social Awareness, Grit, Growth Mindset, and Self-Efficacy. Weekly Social/Emotional lessons will be implemented through homeroom.</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>The Administrative Team will monitor that the counselors keep teacher sign-in sheets and copies of topics that are covered during the book study. Additionally, they will monitor that the weekly lessons are completed.</td>
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</tbody>
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| Start: Mon, Feb 3 |
| End: Fri, May 1 |

**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.
## School Improvement Process

<table>
<thead>
<tr>
<th>Start: Mon, Feb 3</th>
<th>End: Fri, Feb 28</th>
<th>Grade level presentations will continue to ensure that all students are familiar with Restorative Justice Practices (RJP).</th>
<th>Kerra Perez, Counselor; Ana Shaw, Counselor</th>
<th>The Administrative Team will monitor that the student presentations are taking place.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start: Mon, Feb 3</strong></td>
<td><strong>End: Fri, May 1</strong></td>
<td>The Restorative Justice Practice (RJP) strategy of Circles will be used on a regular basis to assist in the resolution of student conflicts in order to help improve communication skills and decrease the number of disciplinary referrals.</td>
<td>Kerra Perez, Counselor; Ana Shaw, Counselor; Mr. Reed, SCSI Instructor</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Start: Mon, Feb 3</strong></td>
<td><strong>End: Fri, May 1</strong></td>
<td>Select Students to be a part of the Restorative Justice Practices Student Peer Leaders Training and Summit. The student leaders will work with school leaders in the use of RJP to reduce student incidents.</td>
<td>Ana Shaw, Counselor</td>
<td>Counselor logs will show record of RJP sessions that Peer Leaders assisted in. Ana Shaw, RJP Coordinator, will enter the circles that are completed into the District database. She will keep a binder with the information.</td>
</tr>
<tr>
<td><strong>Start: Mon, Feb 3</strong></td>
<td><strong>End: Fri, May 1</strong></td>
<td>Present the &quot;Get the FACTS about Vaping&quot; Presentation to students to ensure that they understand the harms and consequences of Vaping.</td>
<td>Kerra Perez, Counselor; Ana Shaw, Counselor; Mr. Reed, SCSI Instructor</td>
<td>The SEL Calendar will reflect that all students received the lessons. The Administrative Team will monitor that the student presentations are taking place.</td>
</tr>
</tbody>
</table>

### 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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https://mdcpsportalapps2.dndeschools.net/SIP/farm
<table>
<thead>
<tr>
<th>Start: Mon, Feb 3</th>
<th>End: Fri, May 1</th>
<th>Teachers will house the weekly iReady, Imagine Learning, and Achieve 3000 data in their data binders.</th>
<th>The Administrative Team and Lois Seaman, Language Arts Department Chairperson, will monitor that the teachers in their departments are reviewing the Data with their students and are distributing the rewards.</th>
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</thead>
<tbody>
<tr>
<td><strong>PHASE IV: ACADEMIC PROGRAMS</strong></td>
<td><strong>Q3 &amp; Q4 IMPLEMENTATION</strong></td>
<td><strong>(FEBRUARY 3 -- MAY 1, 2020)</strong></td>
<td><strong>ACADEMIC PROGRAMS OUTCOME STATEMENT</strong></td>
</tr>
<tr>
<td>ELA and Reading teachers will celebrate the success of those students who meet or exceed their weekly goals in iReady, Imagine Learning, and Achieve 3000.com through rewards provided by Dade Partners and others.</td>
<td>Miriam Diaz, ELA and Reading teacher; Jessica Macia, ELA and Reading teacher; Ruth Martinez, ELA teacher; Sheryl Melero, ELL teacher; Lois Seaman, ELA teacher; Ilene Snow, ELA teacher; Janey Torres, Developmental Reading teacher</td>
<td>Teachers will house the weekly iReady, Imagine Learning, and Achieve 3000 data in their data binders.</td>
<td>The Administrative Team and Jennifer Lopez, Mathematics Department Chairperson, will monitor that the teachers in their departments are reviewing the Data with their students and are distributing the rewards.</td>
</tr>
<tr>
<td>Math teachers will celebrate the success of those students who meet or exceed their iReady, Khan Academy, and/or MATHia goals through rewards provided by Dade Partners and others.</td>
<td>Jennifer Lopez, Mathematics Department Chairperson; and Mathematics Teachers: Viviana Botana, Eric Huber, Renee Ishmael, and Ronald Saint-Albin</td>
<td>Teachers will house the weekly iReady, Khan Academy, and MATHia data in their data binders.</td>
<td>The Administrative Team and Jennifer Lopez, Mathematics Department Chairperson, will monitor that the teachers in their departments are reviewing the Data with their students and are distributing the rewards.</td>
</tr>
<tr>
<td>The homeroom teacher that has the highest percentage of iReady Reading and Math lessons passed for each grade level will be recognized and receive a reward provided by one of our Dade Partners.</td>
<td>Miriam Diaz, ELA and Reading Teacher</td>
<td>Miriam Diaz will house the reports that she pulls each month in a binder.</td>
<td>The Administrative Team will monitor that the iReady reports are pulled at the end of each month and the teachers are recognized.</td>
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<tr>
<td>Faculty and staff will continue to 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.</td>
<td>Jovana Maximilian, Team Leader; Deborah Leal, Principal</td>
<td>Jovana Maximilian will house the nomination forms that are submitted in a binder.</td>
<td>The Administrative Team will monitor that the announcements are taking place each Friday.</td>
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</table>
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>
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<th>Person(s) Responsible (First &amp; Last Name, Postion)</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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<td></td>
<td>Teachers will analyze school wide 2019 FSA data as well as various Civics, 8th Grade Science, Math and Reading data (iReady, MYA, Topic Assessment, etc). Data chats will be conducted at least once a month in department meetings and with students. Teachers will use the data to determine who their targeted students are and determine what standards to focus on during class and boot camp.</td>
<td>David Lengomin, Civics Teacher; Maria DeZayas, Civics Teacher; Martha Acosta, Science Teacher; Paola Ferreyra, Science Teacher; Jovana Maximilien, Science Teacher; Honey Guardado, Science Teacher; Deborah Berriz, Algebra Teacher; Viviana Botana, Math Teacher; Eric Huber, Math Teacher; Renee Ishmael, Math Teacher; Jennifer Lopez, Math Teacher; Ronald Saint-Albin, Math Teacher; Miriam Diaz, ELA and Reading Teacher; Jessica Macia, ELA and Reading Teacher; Ruth Martinez, ELA Teacher; Sheryl Melero, ELL Teacher; Lois Seaman, ELA Teacher; Ilene Snow, ELA Teacher; Janey Torres, Developmental Reading Teacher</td>
<td>Lessons presented during our boot camps and differentiated instruction should reflect the standards that the data is showing needs remediation.</td>
<td>The Administrative Team and Department Chairpersons will monitor teachers to ensure that the data chats are taking place and that the lessons being planned reflect the data that has been analyzed.</td>
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**Primary Essential Practice**

**Technology Integration**

https://mdcpsportalapps2.dadeschools.net/SIP/form
### 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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<tr>
<td>Start: Mon, Feb 3</td>
<td>All ELA teachers will use iReady to assign grade-level blue lessons which are aligned to lessons taught as part of the two lessons each student must pass each week. Reading teachers will support these efforts in differentiated instruction.</td>
<td>Miriam Diaz, ELA and Reading Teacher; Jessica Macia, ELA and Reading Teacher; Ruth Martinez, ELA Teacher; Sheryl Melero, ELL Teacher; Lois Seaman, ELA Teacher; Ilene Snow, ELA Teacher; Janey Tones, Developmental Reading Teacher</td>
<td>iReady data and Reports will reflect that students were successful on the iReady blue lessons that were individually assigned to them.</td>
<td>The Administrative Team and Language Arts Department Chairperson will monitor teachers to ensure that they have assigned grade level blue lessons to each student.</td>
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<tr>
<td>End: Fri, May 1</td>
<td>Seventh and eighth grade teachers will continue to infuse technology into writing through One Drive and Word in order to reinforce and raise typing levels of those students who test online.</td>
<td>Miriam Diaz, ELA and Reading teacher; Sheryl Melero, ELL teacher; Ilene Snow, ELA teacher</td>
<td>Data will indicate growth in the three domains of writing.</td>
<td>The Administrative Team and ELA Department Chairperson will monitor that the seventh and eighth grade teachers include this in their lesson plans.</td>
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<tr>
<td>Start: Mon, Feb 3</td>
<td>Tech Team Student Team will work with teachers to integrate Microsoft 365 Apps into their MDCPS Pacing Guides.</td>
<td>Tech Team Teacher, Lois Seaman and the Verizon Innovative Learning (VILS) Coach, Beatriz Llano-Scherker</td>
<td>Tech Team Student deployment plan will indicate that they are working with teachers throughout the building to assist with the integration of the Microsoft 365 Apps.</td>
<td>The Administrative Team, the Tech Team Teacher, and the VILS Coach will monitor the Tech Team Students' hands-on assistance of teachers, as reflected on the daily Tech Team deployment log.</td>
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<tr>
<td>End: Fri, May 1</td>
<td>Through the use of Windows Teams to communicate, Eighth Grade Science students will create Flipgrids and QR codes to review Science MYA material.</td>
<td>Martha Acosta, Science Teacher, Paola Ferreyra, Science Teacher, Jovana Maximilien, Science Teacher</td>
<td>When comparing Science FCAT data to the MYA data, you will see an increase in proficiency of the standards.</td>
<td>Paola Ferreyra, Science Department Chairperson will monitor that the activity is completed and the teachers analyze the data.</td>
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</table>
**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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<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><strong>Start: Mon, Feb 3</strong></td>
<td>Bell ringers will be selected based on exit ticket, MYA, iReady, and Topic Assessment data in order to address misconceptions and misunderstandings of the standards.</td>
<td>David Lengomin, Civics Teacher; Maria DeZayas, Civics Teacher; Martha Acosta, Science Teacher; Paola Ferreyra, Science Teacher; Jovana Maximilien, Science Teacher; Honey Guardado, Science Teacher; Deborah Berriz, Algebra Teacher; Viviana Botana, Math Teacher; Eric Huber, Math Teacher; Renee Isinmaci, Math Teacher; Jennifer Lopez, Math Teacher; Ronald Saint-Albin, Math Teacher; Miriam Díaz, ELA and Reading Teacher; Jessica Macia, ELA and Reading Teacher; Ruth Martinez, ELA Teacher; Sheryl Melero, ELL Teacher; Lois Seaman, ELA Teacher; Ilene Snow, ELA Teacher; Janey Torres, Developmental Reading Teacher.</td>
<td>Students will complete bell ringers in their notebooks/binders.</td>
<td>The Administrative Team and Department Chairpersons will monitor to ensure that teachers are consistently analyzing their data and using that information to create their bell ringers.</td>
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<tr>
<td><strong>End: Fri, May 1</strong></td>
<td>Teachers will continuously analyze recent data and select standards for FSA/EOC review based on student need and State Test Design Summary.</td>
<td>David Lengomin, Civics Teacher; Maria DeZayas, Civics Teacher; Martha Acosta, Science Teacher; Paola Ferreyra, Science Teacher; Jovana Maximilien, Science Teacher; Honey Guardado, Science Teacher; Deborah Berriz, Algebra Teacher; Viviana Botana, Math Teacher; Eric Huber, Math Teacher; Renee Isinmaci, Math Teacher; Jennifer Lopez, Math Teacher; Ronald Saint-Albin, Math Teacher; Miriam Díaz, ELA and Reading Teacher; Jessica Macia, ELA and Reading Teacher; Ruth Martinez, ELA Teacher; Sheryl Melero, ELL Teacher.</td>
<td>When comparing Midyear to end of year data, you will see an increase in proficiency and learning gains.</td>
<td>The Department Chairpersons will monitor to ensure that the data as well as the State Test Design Summary that was presented during their department meetings is used by teachers to determine</td>
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<td>Students who earned a 2.2 on the 2019 FSA will participate in an iReady boot camp taught by interventionists. The interventionists will review the students' progress each week and additional iReady lessons will be added based on individualized student need.</td>
<td>Attendance logs will show that students are attending the iReady boot camp. Additionally, the percentage of students' iReady lessons passed will increase, resulting in students making learning gains on the 2020 Reading and Math FSA.</td>
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<tr>
<td>Teacher; Lois Seaman, ELA Teacher; Ilene Snow, ELA Teacher; Janey Torres, Developmental Reading Teacher</td>
<td>The Administrative Team and Math and Language Arts Department Chairpersons will monitor that the students are attending and completing the required iReady lessons.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Start: Mon, Feb 3</th>
<th>End: Fri, May 1</th>
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</thead>
<tbody>
<tr>
<td>Review Edgenuity data in department meetings to identify which benchmarks still lack proficiency and determine a plan to address them.</td>
<td>Department meeting minutes will reflect that Edgenuity data has been analyzed and the weak benchmarks are being addressed.</td>
</tr>
<tr>
<td>David Lengonis, Civics Teacher; Maria De Zayas, Civics Teacher; Martha Acosta, Science Teacher; Paola Ferreyra, Science Teacher; Jovana Maximilien, Science Teacher; Honey Guirado, Science Teacher; Arturo Sanchez, Science Teacher</td>
<td>The Administrative team will monitor the Department Meeting minutes to ensure that the data is being reviewed.</td>
</tr>
</tbody>
</table>