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, Jovan

Demographic Overview

During the 2018-2019 school year, Hammocks Middle School's demographic overview showed that 9.9% 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 coordinated 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 with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school’s overall performance.
- **Significantly Decreased Data Findings**: Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.
3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled “Rationale for Selection of Data” for School Culture and Academic Programs.

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

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

**DATA AND SYSTEMS REVIEW ORGANIZER**

**SCHOOL CULTURE**

<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><strong>Significantly Improved Data Findings</strong></td>
<td>Be specific in defining each data element below.</td>
<td>Why was this data finding selected as being most impactful?</td>
<td>Which Essential Practice(s) contributed most to the data findings?</td>
</tr>
<tr>
<td></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><strong>Empower Teachers And Staff</strong></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 80% 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><strong>Social and Emotional Learning (SEL)</strong></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><strong>Empower Teachers And Staff</strong></td>
</tr>
</tbody>
</table>

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

**Social and Emotional Learning (SEL)**
<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>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></td>
<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>
</tr>
</tbody>
</table>

Communicate With Stakeholders
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.

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

**Progressive Discipline Plan**

**DATA AND SYSTEMS REVIEW ORGANIZER**

**ACADEMIC PROGRAMS**

<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>Significantlly Improved Data Findings</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 initiative include Technology integration and collaborative data chats.</td>
<td>Collaborative Data Chats Technology Integration</td>
</tr>
</tbody>
</table>

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

**Collaborative Data Chats**

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https://mdcpsportalapps2.dadeschools.net/SIP/form
### Neutral Data Findings

<table>
<thead>
<tr>
<th>Findings</th>
<th>Rationale</th>
<th>Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh grade Civics 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 for 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 Differentiated Instruction</td>
</tr>
</tbody>
</table>

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

Ongoing Progress Monitoring

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### Connected Essential Practices

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Significant Decreased Data Findings</td>
<td>Why was this data finding selected as being most impactful?</td>
<td>Which Essential Practice(s) contributed most to the data findings?</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>Technology Integration Student Engagement</td>
</tr>
<tr>
<td>In 2018, 100% of our Algebra I scored proficient on the Algebra I EOC, however, in 2019, 89% of</td>
<td>This data was chosen because there was an 11% decrease in Algebra I Proficiency rates when comparing 2018 to 2019. Who we are</td>
<td>Data-Driven Instruction</td>
</tr>
</tbody>
</table>

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https://mdcpsportaleapps2.dadeschools.net/SIP/form 7/51
our students scored proficient, showing an 11 percentage point decrease.

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.

placing in Algebra I needs to be looked at even closer in order to ensure success.

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.

<table>
<thead>
<tr>
<th>Collaborative Data Chats</th>
<th>Data-Driven Decision Making</th>
</tr>
</thead>
</table>

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
ACADEMIC PROGRAMS

Sustained Essential Practice
Collaborative Data Chats
Primary Essential Practice
Technology Integration
Secondary Essential Practice
Ongoing Progress Monitoring

DAY TWO- Synergy Summer Institute

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 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 other’s capabilities
- fully delegating so that others may learn from their own successes and mistakes

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

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

Engaging the Team includes certain behaviors such as:

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

https://mdcpsportalapps2.dadeschools.net/SIP/form
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 Primcory/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

### Phase I Topic

**What topic will be shared?**

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

### Process Description

What process/protocol will be used to share the topic and garner feedback from all stakeholders?

<table>
<thead>
<tr>
<th>Opening of School Date</th>
<th>Activity Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>(08/15/19) AM-PM</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>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>
</tr>
<tr>
<td>8/15/19 9:00am-10:00am</td>
<td>PLST Team</td>
</tr>
<tr>
<td>8/15/19 10:00am-12:00pm</td>
<td>PLST Team and Counselors</td>
</tr>
<tr>
<td>8/15/19 12:30-3:50pm</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>
</tr>
<tr>
<td></td>
<td>PLST Team</td>
</tr>
<tr>
<td></td>
<td>Tom Driscoll, Verizon Innovative Learning (VIL) Representative</td>
</tr>
</tbody>
</table>

https://mdcpsportalapps2.dadeschools.net/SIP/form
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 gathered 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 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>Start: 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>
</tr>
<tr>
<td>End: Fri, Oct 18</td>
<td>Teachers will meet the fourth Tuesday of every month and participate in the MAWI 2.0 Book Study.</td>
<td>Deborah Leal, Principal and Nicolina Bonilla, Assistant Principal; Kerra Perez, Ana Shaw, Beatriz 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>
</tr>
</tbody>
</table>
### School Improvement Process

**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.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<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>
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</tr>
</tbody>
</table>

**Start:** Tue, Sept 3

**End:** Fri, Oct 18

Announcements will be made on a regular basis to inform students of the Code of Student Conduct.

| Start: Tue, Sept 3 | Upload the Code of Student Conduct to the | Nicolina Bonilla, Assistant | The Code of Student Conduct will appear | The Administrative Team, Deborah Leal and |
| End: Fri, Oct 18   | NICL |                      |                       | |

| Start: Tue, Sept 3 | Faculty and Staff will nominate students for the "Do the Right Thing" (DTRT) Program. | Richard Reed, SCSI Instructor | Nominations for DTRT students will reflect why students are nominated, and be housed by Richard Reed, SCSI Instructor. | Nicolina Bonilla, Assistant Principal will monitor that Richard Reed, SCSI Instructor, nominates students for DTRT. |
| End: Fri, Oct 18   |                      |                       |                   |            |
End: Fri, Oct 18

School's website homepage and send parents a School Messenger message explaining where to access the plan and where to direct questions.

Principal; Beatriz Llanos-Scherker, Webmaster; Richard Reed, SCSI Instructor

on the school's website homepage. The School Messenger data will show that the message went out to all stakeholders.

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.

Start: Tue, Sept 3

Ongoing review of the Code of Student Conduct Plan one-on-one and in small group settings will take place in the counselors' offices and in small group settings.

Richard Reed, SCSI Instructor; Kerra Perez and Ana Shaw, Counselors; Maria Donate and Heidy Moreno, clerical.

Student Case Management Forms will be completed for each student that participated in the one-on-one or small group Code of Student Conduct Reviews.

The student case management forms will be entered in DSIS by the clerical team. The Student Services department will then organize them in a binder.

End: Fri, Oct 18

Secondary Essential Practice

Celebrate Successes

Priority Actions for the Secondary Essential Practice

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

<table>
<thead>
<tr>
<th>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>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>
</tr>
<tr>
<td>End: Fri, Oct 18</td>
<td>Students who meet and/or exceed weekly criteria in the iReady Reading and Mathematics program, will</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</td>
<td>Data from weekly iReady assignments which demonstrates passing and mastery of LAFS and Mathematics Standards will be</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>
</tr>
</tbody>
</table>

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### School Improvement Process

| Start: Tue, Sept 3 | Announce student incentives and potential rewards for achieving goals via the CCTV System and afternoon announcements. | Miriam Diaz, CCTV Teacher; Lois Seaman, Language Arts Department Chairperson; Jennifer Lopez, Mathematics Department Chairperson | The data from iReady will show an increase in the number of students who qualify for rewards. | The Assistant Principal, Nicolina Bonilla; ELA and Mathematics Department Chairpersons, Lois Seaman and Jennifer Lopez, will monitor the iReady weekly ELA and Mathematics reports to identify students whose achievement increases each quarter. |
| End: Fri, Oct 18 | 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>
<thead>
<tr>
<th>Date(s)</th>
<th>Steps</th>
<th>(First &amp; last name, position)</th>
<th>Expected Evidence</th>
<th>(How and Who?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELA/Reading teachers will implement Edmodo as a communication and collaboration tool for the department and for students.</td>
<td>Elizabeth Cepero, ESOL Teacher; Reading Marissa Ciocci, ELA Teacher; Miriam Diaz, Miriam Reading Teacher; Beatriz Garcia, ELA Teacher; Jessica Macia, ELA/Reading Teacher; Ruth Martinez, ELA Teacher; Sheryl Melero, ESOL Teacher; Lois Seaman, ELA Teacher Ilene Snow, ELA Teacher</td>
<td>Evidence will be in the form of Edmodo communications showing data chats, through the creation of posts, files, creation of classes, differentiated instruction, collaboration among department members and assignment of work to students.</td>
<td>Beatriz Llano-Scherker, Verizon Innovative Learning Schools (VILs) Coach; Lois Seaman, Edmodo Administrator will monitor Edmodo communications and house evidence of data chats and differentiated instruction.</td>
</tr>
<tr>
<td>Start: Tue, Sept 3</td>
<td>End: Fri, Oct 18</td>
<td></td>
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<tr>
<td></td>
<td>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.</td>
<td>Beatriz Garcia, ELA Teacher; Ruth Martinez, ELA Teacher; Sheryl Melero, ESOL Teacher; and Ilene Snow, ELA Teacher</td>
<td>Evidence will be in the form of internet-based Collections Textbook reports.</td>
<td>Beatriz Llano-Scherker, VILs Coach; Lois Seaman, ELA Department Chairperson; The 7th and 8th Grade ELA Teachers will monitor classrooms iPad.</td>
</tr>
<tr>
<td>Start: Tue, Sept 3</td>
<td>End: Fri, Oct 18</td>
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<tr>
<td></td>
<td>FSA Practice Pretest for writing will be implemented on computer and shared on One Drive for grades 7-8 with the intention of mirroring the experience they will have by taking the FSA Writing Test online for 2020 and data will be used to drive instruction.</td>
<td>Elizabeth Cepero, ELA Teacher; Beatriz Garcia, ELA Teacher; Ruth Martinez, ELA Teacher; Sheryl Melero, ESOL Teacher; and Ilene Snow, ELA Teacher</td>
<td>Evidence will be in the form of printed tests; evidence of data chats, debriefing of writing through lesson plans, screen shots of One Drive, and data charts per class period will be shared with learners and documented in 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.</td>
<td></td>
</tr>
</tbody>
</table>
### School Improvement Process

| Start: Tue, Sept 3 | End: Fri, Oct 18 | Martha Acosta, Teacher; Paola Ferreyra, Science Department Chairperson and Teacher; Honey Guardad, Teacher; Candance Lane, Teacher; Jovana Maximilien, Teacher; and Arturo Sanchez, 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>
<th>Implementation Steps</th>
<th>Person(s) Responsible</th>
<th>Expected Evidence</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start: 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>
</tr>
</tbody>
</table>

<p>| Start: Tue, Sept 3     | Various online resources will be introduced during department meetings that will assist across the curriculum. | Lois Seaman, ELA Department Chairperson; David Lengomin, Social Studies Department Chairperson; Jennifer Lopez, Mathematics Department Chairperson; | Collaborative department meeting minutes will reflect the discussion and demonstration of online resources. | Nicolina Bonilla, Assistant Principal will review the weekly department minutes for discussions and demonstrations of online resources. |</p>
<table>
<thead>
<tr>
<th>Start: Tue, Sept 3</th>
<th>Department Chairperson; and Jonelle Lindsay, Elective Department Chairperson; Beatriz Llano-Scherker, VILs Coach</th>
<th>Lesson plans will show adjustment of strategies to provide the most effective use of technology enhanced lessons for students with disabilities.</th>
<th>The administrative team will conduct walk throughs. They will also review teachers' lesson plans for evidence of technology enhanced lessons.</th>
</tr>
</thead>
<tbody>
<tr>
<td>End: Fri, Oct 18</td>
<td>Departments will review and analyze the effective use of resources and strategies related to the integration of technology enhanced lessons across the curriculum and how technology can be used to provide differentiated instruction for Students with Disabilities.</td>
<td><a href="mailto:nicolina.bonilla@schools.dadeschools.net">nicolina.bonilla@schools.dadeschools.net</a>, Assistant Principal and Lois Seaman, ELA Department Chairperson and Edmodo school liaison</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>
</tr>
</tbody>
</table>

### ESSA Reflection - NEW!

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

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

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

**Students with Disabilities**

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

Jovana Maximilien, SPED Department Chairperson, along with Ana Shaw and Kerra Perez, Counselors, will review students' grades during progress report time and at the end of each nine weeks. They will confer with the struggling SPED students to determine what is needed to be successful. Additionally, Jovana Maximilien will assist teachers across the curriculum in understanding the accommodations for the SPED students in order

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24/51
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>
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<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. Lengomin, Civics Teacher and Department Chairperson; Ms. De Zayas, Civics Teacher</td>
<td>Individualized student data from Performance Matters highlighting students in need of intervention will be housed in a data notebook and used to drive instruction on teachers' lesson plans.</td>
<td>Nicolina Bonilla, Assistant Principal will review the data notebooks and the department minutes which show reflection of data and collaborative planning.</td>
</tr>
<tr>
<td><strong>End:</strong> Fri, Oct 18</td>
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</tbody>
</table>

| **Start:** Tue, Sept 3 | Teachers will meet with identified students and have data chats to discuss the areas of concern in their progress. | Lois Seaman, ELA Department Chairperson; David Lengomin, Social Studies Department Chairperson; Jennifer Lopez, Mathematics Department Chairperson; and Paola Ferreyra, Science Department Chairperson | A meeting log of each of the student data chats will be housed by each teacher. | Deborah Leal, Principal and Nicolina Bonilla, Assistant Principal will review the data chat logs kept by each teacher. |
| **End:** Fri, Oct 18 | | | | |

| **Start:** Tue, Sept 3 | Teachers will create differentiated activities which address student weaknesses. | Lois Seaman, ELA Department Chairperson; David Lengomin, Social Studies Department Chairperson; Jennifer Lopez, Mathematics Department Chairperson; and Paola Ferreyra, Science Department Chairperson | Lesson plans will show differentiated instruction aimed at improving struggling students' weaknesses and will be developed during weekly department collaborative planning sessions. | Deborah Leal, Principal and Nicolina Bonilla, Assistant Principal will review teachers' lesson plans for evidence of differentiated instruction. |
| **End:** Fri, Oct 18 | | | | |

| Start: Tue, Sept 3 | Departments develop effective | Lois Seaman, ELA Department Chairperson; | Department meeting minutes will reflect | Deborah Leal, Principal and |
Parent Family Engagement Plan (PFEP)

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

School Culture Outcome Statement

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

Sustained Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Sustained Essential Practice

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

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<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>Start: Tue, Nov 5</td>
<td>Continue to deliver weekly Social/Emotional lessons via the morning announcements to ensure that all students feel included and are being treated with respect. The Teen Safety Matters Curriculum will be used.</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 a variety of presenters.</td>
</tr>
</tbody>
</table>
The counselors will deliver the Bullying Prevention lessons provided by the District Student Services Department to all grade levels to ensure that students understand the definition of Bullying, the different types of Bullying, and how to report Bullying Behaviors.

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

Kerra Perez, Counselor, Ana Shaw, Counselor

The bullying prevention lessons will be archived in a binder that Ms. Perez organizes. Panorama Data will demonstrate improved Social Emotional attitudes. Counselor logs will show record of social emotional support that is offered to students who are being bullied or have bullied someone else.

Nicolina Bonilla, Assistant Principal, will monitor that Kerra Perez, Student Services Department Chairperson, organizes and delivers the bullying prevention activities and topics via the CCTV system to homerooms, using a variety of presenters.

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

Deborah Leal, Principal and Nicolina Bonilla, Assistant Principal; Kerra Perez, Ana Shaw, Beatriz Llanos-Scherker, and Jovana Maximilien, PLST Team members

Information learned from the MAWI 2.0 Book Study will be reflected in homeroom activities and in teachers’ classroom practices.

Nicolina Bonilla, Assistant Principal, Kerra Perez, Student Services Department Chairperson, and Ana Shaw, Professional Development Liaison, will keep teacher sign-in sheets and copies of topics that are covered during the book study.

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

Deliver school wide lessons on the dangers of sexting through the Digital Citizenship Curriculum, so students understand the consequences and feel safe when using social media.

Kerra Perez, Counselor, Ana Shaw, Counselor

The sexting portion of the Digital Citizenship Curriculum will be archived in a binder that Ms. Perez organizes. Panorama Data will demonstrate improved Social Emotional attitudes. Counselor logs will show record of social emotional support that is offered to students that have been involved in sexting.

Nicolina Bonilla, Assistant Principal, will monitor that Kerra Perez, Student Services Department Chairperson, organizes and delivers the sexting curriculum via the CCTV system to homerooms, using varied presenters.

Primary Essential Practice

Progressive Discipline Plan

Priority Actions for the Primary Essential Practice

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

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
<th>Implementation Steps</th>
<th>Person(s) Responsible</th>
<th>Expected Evidence (What evidence would demonstrate the)</th>
<th>Monitoring (How and Who?)</th>
</tr>
</thead>
</table>

https://mdcpsportalapps2.dadeschools.net/SIPform
### Continual AM and PM Announcements

**Start:** Tue, Nov 5  
**End:** Fri, Dec 20  
**Implementation Step:** Copy of morning and afternoon announcements will be housed by Mr. Reed.  
**Person(s) Responsible:** Richard Reed, SCSI Instructor  
**Expected Evidence:** The Administrative Team will monitor that the announcements are taking place. Mr. Reed will keep an archive of them in a binder.

### Restorative Justice Practice (RJP)

**Start:** Tue, Nov 5  
**End:** Fri, Dec 20  
**Implementation Step:** The Student Training Schedule, Faculty Meeting Agenda, and sign in sheet will reflect that all students and teachers received the training.  
**Person(s) Responsible:** Ana Shaw, RJP Coordinator  
**Expected Evidence:** The Administrative Team will monitor that the student and teacher trainings are taking place.

### Restorative Justice Practice (RJP)

**Start:** Tue, Nov 5  
**End:** Fri, Dec 20  
**Implementation Step:** Counselor logs will show record of RJP sessions that were offered to students who were involved in a conflict.  
**Person(s) Responsible:** Kerra Perez, Counselor, Ana Shaw, Counselor Mr. Reed, SCSI Instructor  
**Expected Evidence:** Ana Shaw, RJP Coordinator, will enter the circles that are completed into the District database. She will keep a binder with the information.

### Counseling

**Start:** Tue, Nov 5  
**End:** Fri, Dec 20  
**Implementation Step:** The student case management forms will be entered in DSIS. Counselor logs will show record of counseling sessions that were offered to students who broke the Code of Student Conduct.  
**Person(s) Responsible:** Kerra Perez, Counselor, Ana Shaw, Counselor  
**Expected Evidence:** Nicolina Bonilla, Assistant Principal, will review the student case management forms that are entered into DSIS.

### Secondary Essential Practice

**Celebrate Successes**

**Priority Actions for the Secondary Essential Practice**

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

<table>
<thead>
<tr>
<th>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></td>
<td>(First &amp; last name, position)</td>
<td>(What evidence would demonstrate the Implementation Step was successfully executed?)</td>
<td>(How and Who?)</td>
</tr>
</tbody>
</table>

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https://mdcpsportalapps2.dadeschools.net/SIP/form  
28/51
<table>
<thead>
<tr>
<th>Start: Tue, Nov 5</th>
<th>End: Fri, Dec 20</th>
<th>Faculty and Staff will nominate students and colleagues for the &quot;Student Spotlight&quot; or &quot;Staff Spotlight&quot; award. Each Friday a student and staff member will be recognized on the afternoon announcements by the Principal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>Jovana Maximilien, Team Leader Deborah Leal, Principal</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>Jovana Maximilien will house the nomination forms that are submitted in a binder.</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>The Administrative Team will monitor that the announcements are taking place each Friday.</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>ELA and Mathematics teachers will monitor their students’ iReady assignments to include lessons passed, and reward those students who successfully attained their goals. Individual teachers will give the students rewards that were provided by the school’s Dade Partners.</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>Lois Seaman, ELA Department Chairperson; and ELA Teachers: Miriam Diaz, Beatriz Garcia, Jessica Macia, Ruth Martinez, Sheryl Melero, Leslie Ojeda, and Ilene Snow. Jennifer Lopez, Mathematics Department Chairperson; and Mathematics Teachers: Deborah Berriz, Viviana Botana, Eric Huber, Renee Ishmael, and Ronald Saint-Albin.</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>Data from weekly iReady assignment reports which demonstrates passing and mastery of LAFS and Mathematics Standards will be housed by each ELA teacher.</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>Jennifer Lopez, Mathematics Department Chairperson and Lois Seaman, Language Arts Department Chairperson will monitor that the teachers in their departments are reviewing the iReady Data with their students and are distributing the rewards.</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>Students that have met their goal for iReady Reading and/or iReady Mathematics lessons passed will be celebrated at the iReady Celebration.</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>Lois Seaman, ELA Department Chairperson; and ELA Teachers: Miriam Diaz, Beatriz Garcia, Jessica Macia, Ruth Martinez, Sheryl Melero, Leslie Ojeda, and Ilene Snow. Jennifer Lopez, Mathematics Department Chairperson; and Mathematics Teachers: Deborah Berriz, Viviana Botana, Eric Huber, Renee Ishmael, and Ronald Saint-Albin.</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>Data from weekly iReady assignments which demonstrates passing and mastery of LAFS and Mathematics Standards will be housed by ELA and Mathematics teachers. Ms. Diaz will keep the list of students who have earned the rewards as well as pictures and social media posts from the event.</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>Jennifer Lopez, Mathematics Department Chairperson and Lois Seaman, Language Arts Department Chairperson will monitor that the teachers in their departments are reviewing the iReady Data and turning in the names of the students who earned the award to Miriam Diaz, Team Leader.</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>Each Friday two students who have had perfect attendance will be chosen to receive a reward. Their names will be announced.</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>Heidy Moreno, Attendance Clerk Jovana Maximilien, Team Leader Deborah Leal, Principal</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>Announcements will be housed in a binder by Jovana Maximilien.</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>The Administrative Team will monitor that the announcements are taking place each Friday.</td>
</tr>
</tbody>
</table>
ACADEMIC PROGRAMS
Quarter 2 Implementation
(November 5 – December 20, 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>
<thead>
<tr>
<th>Implementation Date(s)</th>
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<th>Person(s) Responsible</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Start:</strong> Tue, Nov 5</td>
<td>Upon completion of the iReady Growth Monitoring and Diagnostic 2, Mathematics teachers will meet with students to discuss learning gains and progress towards year-end goals.</td>
<td>Jennifer Lopez, Mathematics Department Chairperson; and Mathematics Teachers: Viviana Botana, Eric Huber, Renee Ishmael, and Ronald Saint-Albin</td>
<td>Student data charts will be updated after Growth Monitoring (FSA Level 1’s and 2’s) and iReady Diagnostic 2. Student Growth Data charts will be housed in data folders.</td>
<td>Jennifer Lopez, Mathematics Department Chairperson will monitor that the teachers are tracking iReady learning gains with their students and comparing recent Growth Monitoring and Diagnostic 2 scores to previous scores from Diagnostic 1.</td>
</tr>
<tr>
<td><strong>End:</strong> Fri, Dec 20</td>
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</table>

<p>| <strong>Start:</strong> Tue, Nov 5  | English Language Arts (ELA) Teachers will conduct weekly iReady Data Chats with their students. The focus will be on | Lois Seaman, ELA Department Chairperson; and ELA and Reading Teachers: Miriam Diaz, Beatriz | Weekly iReady Data Reports will be stored in a binder by each ELA teacher. | Lois Seaman, ELA Department Chairperson, will monitor that the teachers are updating |</p>
<table>
<thead>
<tr>
<th>Start: Tue, Nov 5</th>
<th>End: Fri, Dec 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>After each Topic Assessment, the Civics teachers will conduct data chats with students to pinpoint areas of weakness. Extended learning opportunities will be tailored for the students based on the lowest benchmarks.</td>
<td>Individualized student performance data sheets will be provided to each student. Students will highlight the areas of concern based on data and sign the data sheet. Civics teachers will create an excel spreadsheet delineating which benchmarks to focus on for each student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Start: Tue, Nov 5</th>
<th>End: Fri, Dec 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science teachers will issue Gizmos lessons and then review the Gizmos data with students.</td>
<td>As a result of the Gizmos lessons, Topic Assessment scores will increase. Teachers will house the Gizmos data in a binder.</td>
</tr>
</tbody>
</table>

### 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>
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</thead>
<tbody>
<tr>
<td>Start: Tue, Nov 5</td>
<td>Lois Seaman, Edmodo Certified and Microsoft Innovator Trainer, will offer the following voluntary sessions for teachers</td>
<td>Lois Seaman, ELA Department Chairperson, Edmodo Certified, and Microsoft Innovator Trainer</td>
<td>Ms. Seaman will keep records of who has attended the various sessions. Teachers' lesson plans will contain activities based on the programs and Apps</td>
<td>Deborah Leal and Nicolina Bonilla, Administrative Team, will review the records of who has attended the technology sessions. Walk-throughs will be</td>
</tr>
<tr>
<td>Start: Tue, Nov 5</td>
<td>The Language Arts Department will implement &quot;Tech Tuesdays&quot; by utilizing Edmodo, a Learning Management System for classes, to focus on communication and collaboration in 20th Century Learning.</td>
<td>Lois Seaman, ELA Department Chairperson; and ELA and Reading Teachers: Miriam Diaz, Beatriz Garcia, Jessica Macia, Ruth Martinez, Sheryl Melero, Leslie Ojeda, and Ilene Snow</td>
<td>The Edmodo accounts for each teacher will demonstrate that Edmodo is being used effectively. Teachers will print out samples of their communication utilizing Edmodo.</td>
<td>Lois Seaman, ELA Department Chairperson will monitor the usage of her department's Edmodo accounts. It will be part of the Tech Tuesday Department Meeting agenda.</td>
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</tr>
<tr>
<td>End: Fri, Dec 20</td>
<td>Departments will focus on progressing through the SAMR model of technology integration and how the SAMR model can be utilized to meet the needs of Students with Disabilities (SWD), during their department meetings.</td>
<td>Jovana Maximilien, the Exceptional Student Education (ESE) Department Chairperson, along with Department Chairpersons: Paola Ferreyra, David Lengomin, Jonelle Lindsay, Jennifer Lopez, and Lois Seaman</td>
<td>Teacher lesson plans will show SAMR progression. Department Chairpersons will include the SAMR Model in their department meeting discussions and how the SAMR can be used to meet the needs of SWD and include it in their meeting minutes.</td>
<td>Department meeting minutes will be monitored by administration.</td>
</tr>
<tr>
<td>Start: Tue, Nov 5</td>
<td>Faculty meetings will include presentations about the Blended Model of Technology Integrator, in support of the Verizon Innovative Learning Schools initiative.</td>
<td>Beatriz Llano-Scherker, Verizon Innovative Learning Coach</td>
<td>Faculty meeting agendas will reflect mini-professional development (PD) opportunities about the Blended Model of Technology Integration.</td>
<td>Deborah Leal and Nicolina Bonilla, Administrative Team, will include the Blended Model PD on faculty meeting agendas; Beatriz Llano-Scherker, Verizon Innovative Learning Coach will create the PD materials for the faculty meetings.</td>
</tr>
<tr>
<td>End: Fri, Dec 20</td>
<td></td>
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</table>

**ESSA Reflection - NEW!**

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

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

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

Students with Disabilities

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

Jovana Maximilien, the Exceptional Student Education (ESE) Department Chairperson, along with 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 ESE students to determine what is needed to be successful. Additionally, Jovana Maximilien will assist teachers across the curriculum in understanding the accommodations for the ESE students in order to ensure they are being met. Exceptional Student Education teachers will have individualized data chats with their ESE students and set goals for the nine weeks and reflect these data chats in their data notebook.

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

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>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, Nov 5</td>
<td>Mathematics teachers will create Reporting Groups for Lowest 25% on iReady to closely monitor this select group of students' progress towards proficiency.</td>
<td>Jennifer Lopez, Mathematics Department Chairperson; and Mathematics Teachers: Viviana Botana, Eric Huber, Renee Ishmael, and Ronald Saint-Albin</td>
<td>When pulling iReady Growth reports, teachers will select reports targeted to their &quot;Lowest 25%&quot;. Copies of these reports will be kept in teacher data binder.</td>
<td>Jennifer Lopez, Department Chairperson will monitor that the binders are being updated at department meetings. During walk-throughs, administrators will review the binders.</td>
</tr>
<tr>
<td><strong>End:</strong> Fri, Dec 20</td>
<td>Algebra 1 and Geometry students will complete the Mid-Year Assessment. The</td>
<td>Ronald Saint-Albin and Deborah Berriz; Algebra and Geometry teachers</td>
<td>MYA data reports will be printed by the Algebra 1 and</td>
<td>Administration will review the Mid-Year Assessment</td>
</tr>
</tbody>
</table>
### 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:

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

Phase III: MID-YEAR DATA MAP

Data Maps Link

Phase III: MID-YEAR DATA REVIEW

January 6 - January 31, 2020

https://mdcpsportalapps2.dadeschools.net/SIP/form
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 2 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 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 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 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, Socio-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**

(Febuary 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>Start: Mon, Feb</td>
<td>Continue using strategies</td>
<td>Kerra Perez, Social Emotional</td>
<td>(What evidence would demonstrate the Implementation Step was successfully executed?)</td>
<td>The Administrative</td>
</tr>
</tbody>
</table>

https://mdcpsportalapps2.dadeschools.net/SIP/form
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.

<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>Start: Mon, Feb 3</td>
<td>Grade level presentations will continue to ensure that all students are familiar with Restorative Justice Practices (RJP).</td>
<td>Kerra Perez, Counselor; Ana Shaw, Counselor</td>
<td>The RJP Presentation schedule, will reflect that all students and received the training.</td>
<td>The Administrative Team will monitor that the student presentations are taking place.</td>
</tr>
<tr>
<td>End: Fri, Feb 28</td>
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</tr>
<tr>
<td>Start: Mon, Feb 3</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.</td>
<td>Ana Shaw, RJP Coordinator, will enter the circles that are completed into the District database. She will keep a binder with the information.</td>
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<tr>
<td>End: Fri, May 1</td>
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</tbody>
</table>
### School Improvement Process

**Start:** Mon, Feb 3  
**End:** Fri, May 1

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.  
Ana Shaw, Counselor  
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.

**Start:** Mon, Feb 3  
**End:** Fri, May 1

Present the "Get the FACTS about Vaping" Presentation to students to ensure that they understand the harms and consequences of Vaping.  
Kerra Perez, Counselor; Ana Shaw, Counselor; Mr. Reed, SCSI Instructor  
The SEL Calendar will reflect that all students received the lessons.  
The Administrative Team will monitor that the student presentations are taking place.

### Secondary Essential Practice

**Celebrate Successes**

**Priority Actions for the Secondary Essential Practice**

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

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
<th>Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)</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>
</table>
| **Start:** Mon, Feb 3  
**End:** Fri, May 1 | 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. | 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 | Teachers will house the weekly iReady, Imagine Learning, and Achieve 3000 data in their data binders. | 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. |
| **Start:** Mon, Feb 3  
**End:** Fri, May 1 | Math teachers will celebrate the success of those students who meet or exceed their iReady, Khan Academy, and/or MATHia goals through | Jennifer Lopez, Mathematics Department Chairperson; and Mathematics Teachers: Viviana Botana, Eric Huber, Renee Ishmael, and Ronald Saint-Albin | Teachers will house the weekly iReady, Khan Academy, and | The Administrative Team and Jennifer Lopez, Mathematics Department Chairperson, will monitor that the teachers in their |
<table>
<thead>
<tr>
<th>Start: Mon, Feb 3</th>
<th>MATHia data in their data binders.</th>
<th>The Administrative Team will monitor that the iReady reports are pulled at the end of each month and the teachers are recognized.</th>
</tr>
</thead>
<tbody>
<tr>
<td>End: Fri, May 1</td>
<td>Miriam Diaz, ELA and Reading Teacher</td>
<td>Jovana Maximilian will house the nomination forms that are submitted in a binder.</td>
</tr>
<tr>
<td></td>
<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>The Administrative Team will monitor that the announcements are taking place each Friday.</td>
</tr>
<tr>
<td><strong>Phase IV: Academic Programs</strong></td>
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</tr>
<tr>
<td><strong>Q3 &amp; Q4 Implementation</strong></td>
<td></td>
<td></td>
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<tr>
<td>(February 3 – May 1, 2020)</td>
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</table>

**Academic Programs Outcome Statement**

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

**Sustained Essential Practice**

**Collaborative Data Chats**

**Priority Actions for the Sustained Essential Practice**

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

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

Lessons presented during our boot camps and differentiated instruction should reflect the standards that the data is showing needs remediation.

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.

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>
<th>Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)</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>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</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</td>
<td>iReady data and Reports will reflect that students were successful on the iReady blue lessons that were</td>
<td>The Administrative Team and Language Arts Department Chairperson will monitor teachers to ensure they have assigned grade</td>
</tr>
</tbody>
</table>
### School Improvement Process

<table>
<thead>
<tr>
<th>Start: Mon, Feb 3</th>
<th>End: Fri, May 1</th>
<th>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.</th>
<th>Miriam Diaz, ELA and Reading teacher; Sheryl Melero, ELL teacher; Ilene Snow, ELA teacher</th>
<th>Data will indicate growth in the three domains of writing.</th>
<th>The Administrative Team and ELA Department Chairperson will monitor that the seventh and eighth grade teachers include this in their lesson plans.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start:</strong> Mon, Feb 3</td>
<td><strong>End:</strong> Fri, May 1</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>
</tr>
<tr>
<td><strong>Start:</strong> Mon, Feb 3</td>
<td><strong>End:</strong> Fri, Feb 28</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>
</tr>
</tbody>
</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.

<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>Start: Mon, Feb 3</td>
<td>Bell ringers will be selected based</td>
<td>David Lengomin, Civics Teacher; Maria DeZayas, Civics Teacher;</td>
<td>Students will complete bell</td>
<td>The Administrative</td>
</tr>
<tr>
<td><strong>End:</strong> Fri, May 1</td>
<td>on exit ticket, MYA, iReady, and Topic Assessment data in order to address misconceptions and misunderstandings of the standards.</td>
<td>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>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>Start:</strong> Mon, Feb 3</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 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>When comparing Midyear to end of year data, you will see an increase in proficiency and learning gains.</td>
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<tr>
<td><strong>End:</strong> Fri, May 1</td>
<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</td>
<td>Vanessa Padilla, Interventionist; Katty Abueqtesh, Interventionist; 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; Viviana Botana, Math Teacher; Eric Huber, Math Teacher; Renee Ishmael, Math Teacher; Jennifer Lopez, Math Teacher; Ronald Saint-Albin, Math Teacher</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 what standards to focus on.</td>
<td></td>
</tr>
<tr>
<td><strong>Start:</strong> Mon, Feb 3</td>
<td>The Administrative Team and Math and Language Arts Department Chairpersons will monitor that the 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>
<td>Vanessa Padilla, Interventionist; Katty Abueqtesh, Interventionist; 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; Viviana Botana, Math Teacher; Eric Huber, Math Teacher; Renee Ishmael, Math Teacher; Jennifer Lopez, Math Teacher; Ronald Saint-Albin, Math 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>
<td></td>
</tr>
<tr>
<td>Start: Mon, Feb 3</td>
<td>individualized student need.</td>
<td>David Lengomin, Civics Teacher; Maria De Zayas, Civics Teacher; Martha Acosta, Science Teacher; Paola Ferreyra, Science Teacher; Jovana Maximilien, Science Teacher; Honey Guardado, Science Teacher; Arturo Sanchez, Science Teacher</td>
<td>Department meeting minutes will reflect that Edgenuity data has been analyzed and the weak benchmarks are being addressed.</td>
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<tr>
<td>End: Fri, May 1</td>
<td>Review Edgenuity data in department meetings to identify which benchmarks still lack proficiency and determine a plan to address them.</td>
<td>The Administrative team will monitor the Department Meeting minutes to ensure that the data is being reviewed.</td>
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</tbody>
</table>

## Phase V

### End of Year Reflection

#### Input – Feedback – Outcome Analysis

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

During Phase V, teachers and staff will be given the opportunity to collaborate with the School Leadership Team and provide meaningful input after the review of the School Improvement Process implemented during the 2019-2020 school year. The School Leadership Team will complete Phase V End of Year Reflection for both School Culture and Academic Programs considering the success of the Outcome Statements.

### Phase V Stakeholder Feedback and Reflection

**May 4 – June 4, 2020**

- Use the 2019-2020 Continuous Improvement Reflection Worksheet, to meet with all grade level/departments to solicit input with the following:
  - Areas of strength and opportunities for improvement in both School Culture and Academic Programs
  - Reflections and predictions for School Culture and Academic Programs
- Meet to reflect on the feedback gathered from the grade level/departments. The team will use the feedback received to guide the development of one comprehensive 2019-2020 Continuous Improvement Reflection Worksheet.
- Schedule a faculty meeting during the month of May where faculty/staff will complete the 2019-2020 School Improvement Survey.
- During this May faculty meeting, share the findings from the 2019-2020 Continuous Improvement Reflection Worksheet and seek consensus from all faculty/staff to ensure that the findings accurately represent the identified areas of strength and opportunities for improvement along with the identified processes that will be sustained, developed, or enhanced in the areas of School Culture and Academic Programs for the 2020-2021 school year.
- Schedule an EESAC meeting to be held after a May faculty meeting to share the outcomes

All data collected in Phase V will be utilized by the School Leadership Team for the 2020 Synergy Summer Institute.
2019-2020 Continuous Improvement Reflection Worksheet

School Culture
May 4 – June 4, 2020

Reflect on Phase I, II, III, and IV of the School Improvement Process and consider the school’s success in meeting the intended Outcome Statements, implementing the Primary/Secondary Essential Practices Developments/Enhancements, and monitoring the Sustained Essential Practice within School Culture.

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.

In reviewing Phase I, II, III, and IV of the School Improvement Process, to what extent did the school meet the intended Outcome Statement in School Culture?

Students were provided with the foundation for a safe and positive learning experience, through the implementation of Restorative Justice Practice (RJP) circles. Additionally, every Thursday was dedicated as SEL Thursday. Lessons to increase students’ growth mindset, including grit and self-efficacy, were presented to students through the morning announcements and incorporated into teachers' lessons. Other presentations on the topics of Vaping and the Progressive Discipline Plan were also presented to students throughout the school year. Teachers, parents, and students were empowered with the knowledge of how the Progressive Discipline Plan works through regular school announcements, School Messenger messages, and conferences with counselors and administrators. The successes of all stakeholders were celebrated throughout the year to motivate all stakeholders to participate, increase achievement, and to enhance the overall school culture. Our first iReady Celebration had 205 students participate, while 254 students participated in the second iReady Celebration. Students were nominated for the “Do the Right Thing” program as well as “Values Matter.” In fact, one of our students was named the Values Matter Miami Award winner. She was selected from nearly 4,500 nominations. Even during distance learning, teachers continued weekly "Shout Outs" through Edmodo and similar apps, in order to showcase students’ achievements. A virtual awards ceremony will showcase our students’ excellence in across academics and sports. Teachers were also recognized during Teacher Appreciation Week with a caravan parade and were given a special treat. Although distance learning made it more challenging to continue to implement the plan, we were creative and found ways to continue to improve our school culture.

Sustained Essential Practice

Social and Emotional Learning (SEL)

Primary Essential Practice

Progressive Discipline Plan

Secondary Essential Practice

Celebrate Successes

End of Year Implementation Plan Reflection

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Opportunity for Improvement</th>
</tr>
</thead>
</table>

https://mdcpssportalapps2.dadeschools.net/SIPform
In reviewing the Implementation Steps executed during the 2019-2020 school year, which step(s) led to the successful implementation of the Sustained Essential Practice? Be specific about the factors that contributed to your success.

One hundred percent of our teachers were active participants in the MAWI Teacher Book Study Professional Development this school year. This resulted in successful implementation of MAWI strategies in classrooms on a daily basis. Teachers worked to facilitate communication with speakers of other languages by using online translation tools and learned basic words in the students’ native language to help them feel more comfortable. Additionally, SEL. Weekly activities exposed students to various topics such as Get the Facts About Vaping; How to Maintain a Safe and Healthy Life; Goal Setting; Grit: How to Overcome Obstacles; Improving your Growth Mindset and Self-Efficacy.

In reviewing the Implementation Steps executed during the 2019-2020 school year, which step(s) led to the successful implementation of the Primary Essential Practice? Be specific about the factors that contributed to your success.

Our Progressive Discipline Plan was implemented successfully by consistently implementing our steps each quarter. Grade level orientations were conducted to review and ensure that the students fully understood the Student Code of Conduct. We routinely sent home School Messenger messages to parents to remind them of the Progressive Discipline Plan. Additionally, weekly morning and afternoon announcements reviewed the Progressive Discipline Plan and possible consequences with the students.

In reviewing the Implementation Steps executed during the 2019-2020 school year, which step(s) led to the successful implementation of the Secondary Essential Practice? Be specific about the factors that contributed to your success.

The success of our students and staff were celebrated at least once a week. Weekly student and staff shout-outs were made by administrators during the afternoon announcements to highlight perfect attendance, student and teacher successes, top iReady Homerooms, and various other special accomplishments. We flooded our social media accounts and school website with numerous posts celebrating school, student, and teacher achievements, in order to “Spotlight Successes”. Numerous students participated in the quarterly iReady celebrations for students with the highest number of passed lessons. Attendance was also highlighted quarterly with shout-outs and celebrations for the 6, 7, 8 grade homerooms with the highest percentage of perfect attendance. Staff members continuously nominated and praised students for the “Do the Right Thing” Program. Students of the Month for all subject areas were celebrated with a medal on the morning announcements, school PA system, and school website. Additionally, parents and distinguished students with the highest academic achievements were invited to attend our Honor Roll each quarter.

In reviewing the Implementation Steps implemented during the 2019-2020 school year, which step(s) for the Sustained Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

During Distance Learning, it has been challenging to implement Restorative Justice Practice (RJP) Circles with fidelity. Students are more attentive and motivated to participate when they are physically sitting in a circle face-to-face with their peers. Additionally, although teachers have implemented RJP activities in their virtual meetings, not all students are participating in those meetings.

In reviewing the Implementation Steps implemented during the 2019-2020 school year, which step(s) for the Primary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

Although the Restorative Justice Practice (RJP) strategy of Circles was used on a regular basis to assist in the resolution of student conflicts during the first, second, and third nine weeks, due to Distance Learning, the implementation step did not need to be utilized during the fourth nine weeks to resolve conflicts. Additionally, due to the implementation of Distance Learning, the District RJP Student Peer Leaders Training and Summit did not take place.

In reviewing the Implementation Steps implemented during the 2019-2020 school year, which step(s) for the Secondary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

Due to Distance Learning some of the implementation steps were not able to be completed with fidelity during the 4th quarter. In lieu of student and staff Shout-Outs over the PA, students and teachers were acknowledged through social media. Unfortunately, since everyone does not have access to viewing these social media posts, students and teachers do not always know they are acknowledged. As a result, the student and staff Shout-Outs do not motivate everyone to the same degree as they did
School Culture Prediction

Based on your Mid-Year Reviews, and the End of Year Implementation Plan Reflection, make a prediction about the School Culture results for the 2019-2020 school year. Include what data findings you expect to see significantly improve, remain neutral, and significantly decrease. Provide a rationale for your prediction which should include the Essential Practices that contribute to your prediction.

Based on the reflections from our Mid-Year and End of Year Implementation Plans, we predict a significant decrease in the number of disciplinary referrals that were issued this school year since there were zero behavioral referrals written during our fourth nine weeks Distance Learning period. We also expect a higher attendance rate for the school year as our 3rd nine weeks percent of students present increased from 95.68% in 2018-2019 to 96.24% in 2019-2020 school year and we have been over 96% almost every day during distance learning. In regards to Social Emotional Learning and the area of Grit, we expect that the data in these categories will remain neutral as teachers continue to implement strategies for goal setting, Growth Mindset, and Self-Efficacy through Distance Learning. We expect to see a decrease in the area of Sense of Belonging since teachers and students are interacting through virtual meetings in lieu of face-to-face meetings, and all students are not always present in their virtual meetings.

2019-2020 Continuous Improvement Reflection Worksheet

Academic Programs

May 4 – June 4, 2020

Reflect on Phase I, II, III, and IV of the School Improvement Process and consider the school’s success in meeting the intended Outcome Statements, implementing the Primary/Secondary Essential Practices Developments/Enhancements, and monitoring the Sustained Essential Practice within Academic Programs.

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.

In reviewing Phase I, II, III, and IV of the School Improvement Process, to what extent did the school meet the intended Outcome Statement in Academic Programs?

Collaborative Data chats were completed weekly in Reading, Language Arts and Math classes to review students' iReady data and assess the students' specific needs. Additionally, after each topic assessment or Mid-Year assessment, students in Science and Social Studies participated in individual data chats with their teachers. Sharing and reviewing inter-class data among department members helped teachers to focus on and improve instruction for the specific benchmarks that were needed based on the data. The Verizon Innovative Learning School initiative assisted the school with the implementation of technology across the curriculum by facilitating student access to technology and the Internet. Teachers in all departments attended Professional Development...
sessions that covered online resources for the purposes of instruction, assessment, communication and home-learning. Through participation in various professional development sessions this school year, teachers were given the tools needed to effectively implement technology throughout their curriculum and provide increased opportunities for technology supported learning. Professional Development gave teachers an understanding of how to utilize and incorporate programs such as Nearpod, Edgenuity, Padlet, and Flipgrid into their lessons. In math classes, students were given the opportunity to learn in a “flipped classroom” at points throughout the year by having students engage in lessons on Khan Academy prior to attending class. Additionally, as a result of Distance Learning, teachers were able to further implement the technology resources learned in order to maximize their Distance Learning practices. Through ongoing progress monitoring, teachers were able to identify areas of strength, as well as the areas where students continue to struggle. Specific iReady, Edgenuity, Gizmos, Floridastudents.org lessons were assigned to students to reinforce each individual child’s strengths and target the benchmarks that were needed for remediation. As a result of consistent data chats, technology integration, and ongoing progress monitoring, the percentage of Tier 3 iReady Reading students decreased from 42% in AP1 to 25% in AP3. Additionally, the percentage of Tier 1 Reading students increased from 37% in AP1 to 57% in AP3. According to the iReady Math Diagnostic Assessments, the percentage of Tier 3 Math students decreased from 56% in AP1 to 33% in AP3, while the percentage of Tier 1 students increased from 16% in AP1 to 43% in AP3.

Sustained Essential Practice

Collaborative Data Chats

Primary Essential Practice

Technology Integration

Secondary Essential Practice

Ongoing Progress Monitoring

End of Year Implementation Plan Reflection

Strengths

In reviewing the Implementation Steps executed during the 2019-2020 school year, which step(s) led to the successful implementation of the Sustained Essential Practice? Be specific about the factors that contributed to your success.

iReady Growth Monitoring data and/or mid-year assessment data was used during data chats with all stakeholders. This data also facilitated differentiated instruction throughout all classes, because it was shared during faculty meetings and weekly collaborative department meetings.

In reviewing the Implementation Steps executed during the 2019-2020 school year, which step(s) led to the successful implementation of the Primary Essential Practice? Be specific about the factors that contributed to your success.

Since all teachers and students had immediate access to iPads with Internet, it increased the opportunities for technology supported learning. This led to greater consistency in the daily use of technology. During homeroom every morning, every student completed iReady, Edgenuity, or Gizmos lessons. Additionally, all students were able to complete technology integrated lessons at home. Department meetings and professional development sessions focused on technology and assisting teachers in understanding how to use and implement the programs that were available to them. Team planning with department members to share resources, as well as to

Opportunity for Improvement

In reviewing the Implementation Steps implemented during the 2019-2020 school year, which step(s) for the Sustained Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

The immediacy of individual student data chats can be improved upon in certain areas. At times, the data chats were conducted days after the assessment, so feedback was not immediate. During Distance Learning, it was difficult to engage all students with one-to-one data chats prior to and after assessing the iReady Math and Reading Diagnostics.

In reviewing the Implementation Steps implemented during the 2019-2020 school year, which step(s) for the Primary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps implemented during the 2019-2020 school year, which step(s) for the Primary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.
discuss basic device functionalities, was essential to the implementation. Additionally, our Tech Team students provided support to 100% of our teachers. Through Distance Learning Professional Development sessions, teachers were given the option to choose the topics of what professional developments they wanted to take. There were many options which included technology integration.

Not all teachers have progressed through the SAMR Model at the same rate. There are teachers who are at the Substitution and Augmentation stage and need additional support and training, in order to release learning to students as they demonstrate knowledge of the subject matter and increase the integration of technology in the form of student-created products. Those teachers who are at the higher stages of the SAMR model need additional professional development on new technology, use of Apps and practices to increase student engagement.

In reviewing the Implementation Steps executed during the 2019-2020 school year, which step(s) led to the successful implementation of the Secondary Essential Practice? Be specific about the factors that contributed to your success.

The ongoing progress of students was consistently monitored, and instruction was altered to meet students’ needs. Teachers assigned iReady, Gizmos, Edgenuity, and Floridastudents.org lessons to focus on the students’ weakest benchmarks. Lessons were re-assigned where improvement was insufficient. Math reporting categories were created for the lowest 25% and bubble students to track their iReady progress and make data driven decisions. Additionally, under-performing students were targeted and they were offered enrichment lessons during and after school boot camps.

In reviewing the Implementation Steps implemented during the 2019-2020 school year, which step(s) for the Secondary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

A stronger focus on disaggregating students’ FSA strengths and needs from the beginning of the year would create a sense of accountability among students, as they analyze their individual needs for growth and chart their successes. The use of Excel spreadsheets by teachers to monitor student progress throughout the year would be a useful practice to easily identify students and/or areas of concern. Due to Distance Learning, the boot camps that were taking place during and after school had to be reworked. Instead of the face-to-face structured interventions and teacher-led lessons, students were assigned specific benchmarks to work on and complete.

Academic Programs Prediction

Based on your Mid-Year Reviews, and the End of Year Implementation Plan Reflection, make a prediction about the Academic Program results for the 2019-2020 school year. Include what data findings you expect to see significantly improve, remain neutral, and significantly decrease. Provide a rationale for your prediction which should include the Essential Practices that contribute to your prediction.

The significant increase in the use of technology to augment student engagement is projected to improve the academic performance of all students. Additionally, as a result of weekly student accountability and ongoing progress monitoring, as well as one-to-one data chats, student performance on the AP3 Diagnostic Reading and Math Assessments will lead to an increase in the percentage of students on level across all grades, while decreasing the percentage of students below level for each grade level. This increase will impact the success of all students in other subject areas, because they will develop a greater depth of understanding as they are asked to read across the curriculum, ultimately leading to enlightened application of knowledge.