

MIAMI DADE COUNTY PUBLIC SCHOOLS**School Improvement Process****School Information****Name of School (School Number - School Name)**

South Dade Middle School (5003)

Principal (Last Name, First Name)

Munoz, Guillermo

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

Argilagos, Janet; Hernandez, Ileana

MTSS Coordinator (Last Name, First Name)

Argilagos, Janet

Demographic Overview

Of the 1363 students enrolled at South Dade Middle in grades 4 through 8, 92% of our students qualify for free or reduced lunch. Over 24% of the student population are students who speak English as a Second Language (EL). Across the five grade levels, 19% of our students are Students with Disabilities (SWD) and have accommodations and services. We have a population of 109 students (1%) who are on the Autistic Spectrum. Further breakdown of our school demographics shows that 82% of the students are Hispanic, 12% are Black, and less than 1% are either White, Asian or Multi-racial.

Current School Status**a. Provide the School's Mission Statement**

To develop leaders through high expectations of academic achievement and individual responsibility.

b. Provide the School's Vision Statement

“Students today, leaders tomorrow.”

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.**

South Dade Middle School is located in Homestead, Florida. Homestead is comprised of mostly single-family homes. Over half of the land is rural, although there is a larger urban population. Hispanics compose most of the population. 60% of dwellings in this community are renter-occupied. The average home value is almost \$180,000. The average gross income is \$30,000 per household. South Miami Dade Middle School is a high performing educational setting serving the communities of southern Miami-Dade County. South Dade Middle has Magnet Program options and choice academies as we focus on developing students in areas of their interest. For those students interested in the medical field, our Medical Magnet Program prepares students for a career in the health care industry. South Dade Middle offers an Information Technology Academy geared towards building students' capacity in Microsoft software applications. We also offer a Law Studies class that introduces students to the potential career path in the legal field. In addition, our school strongly values the arts, as such, students that are interested can choose from a variety of classes in the areas Visual Arts, Drama, Dance, and Music. We also offer a comprehensive sports program for both boys and girls. One of our missions at South Dade Middle is to create future leaders in businesses, organizations, and our community. Thus, we focus on developing habits and traits that lead to highly effective individuals. Additionally, we pride ourselves on offering an engaging curriculum in an environment that promotes values of honesty, integrity, respect and kindness.

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 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

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	Based on the 2019 School Climate Survey, students positively rated that adequate disciplinary measures were demonstrated at a rate of 85%, up from 62% in the 2018 school year which is an increase of 23 percentage points.	This information is meaningful because it demonstrates that the effort placed on the Restorative Justice Practice has had a positive impact on student behavior.	Positive Behavior Support (PBS) Social and Emotional Learning (SEL)
	The 2019 School Climate Survey demonstrated that teachers rated that they like to work at our school at a rate of 95% compared to 79% in the 2018 school year which is an increase of 16 percentage points.	This increase in data is significant because it reflects our emphasis on building positive culture amongst our staff through meaningful personal interaction and professional development.	Empower Teachers And Staff
	Based on the 2019 School Climate Survey, teachers rated feeling safe and secure at a 98% compared to 85% in the 2018 school year which is an increase of 13 percentage points.	This increase in data is significant because it reflects our strategic establishment and implementation of policies and procedures to secure the school site and promote a safe learning environment.	Consistent Protocols to Maintain a Healthy and Safe School Environment

Essential Practice for Significantly Improved Data Findings (Sustained)

Empower Teachers And Staff

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	Based on the 2019 Panorama data, students rated that their self-efficacy is at 42%, which is an increase of 1 percentage point.	This stagnation in data is significant because it demonstrates the need to increase the quantity and quality of positive interaction between teachers and	Social and Emotional Learning (SEL)

		students as well as ensure students are given a variety of opportunities to succeed.	Inclusivity, Tolerance and Anti-Bullying
	Based on the 2019 School Climate Survey, students rated that students in our school usually follow the rules at a rate of 24% compared to 25% the 2018 school year, which is an increase of 1 percentage point.	This stagnation in data is indicative of the lack of clearly defined expectations regarding student behavior within our building.	Character Education/Values Matter Consistent Protocols to Maintain a Healthy and Safe School Environment
	Based on the 2019 School Climate Survey, teachers rated that their ability to do the best possible job at our school is limited by student deficiencies in basic academic skills at a rate of 68% compared to 67% the 2018 school year, which is a decrease of 1 percentage point.	This stagnation in data demonstrates that teachers have made no progress in understanding and mitigating students' personal struggles or helping them set high goals despite these struggles.	Promoting Growth Mindset

Essential Practice for Neutral Data Findings (Secondary)

Promoting Growth Mindset

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	Based on the 2019 School Climate Survey, teachers rated that their ideas were listened to and considered at a rate of 75% compared to 77% in the 2018 school year, which is a decrease of 2 percentage points.	This decrease in data is meaningful because it demonstrates that moving forward we need to make a concerted effort to provide opportunities for teachers to give feedback on the policies and procedures of the school and implement their suggestions when possible.	other Leadership Visibility And Accessibility
	Based on the 2019 Panorama data, students rated their perception of school safety at 47%,	This decrease in data is meaningful because it indicates a need to communicate to students the measures the school and MDCPS have	other

	compared to 55% in the 2018 school year, which is a 12 percentage point decrease.	taken to ensure their safety, and ways they can assist, such as through the “If you see something, say something” campaign and the FortifyFL app on the district web site.	School Safety
	Based on the 2019 School Climate Survey, students rated that their teachers make learning fun and interesting at a rate of 58% compared to 70% in the 2018 school year, which is a 12 percentage point decrease.	This decrease in data is significant because it demonstrates that teachers' ability to present their content as meaningful to students outside the realm of pure academics is either lacking or not being effectively communicated, leading to students having little motivation to engage and achieve in class.	other Electives and Academies

Essential Practice for Significantly Decreased Data Findings (Primary)

other

School Spirit, Pride and Branding

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	Based on the 2018-2019 FSA ELA data, 4th grade demonstrated 38% proficiency vs. the 2017-2018 school year where the 4th grade students demonstrated 29% proficiency.	This data is impactful because student proficiency increased by 9 percentage points, whereas the prior year there was no increase. Based on the Climate Survey, the majority of classroom teachers felt that most students were lacking the basic reading foundation. With this increase, however, students will be better prepared for the 5th grade.	Data-Driven Instruction
	Based on the 2018-2019 FSA ELA data, 6th grade demonstrated 44% proficiency vs. the 2017-2018 school year where the 6th grade demonstrated 32% proficiency.	This data is impactful because student proficiency increased by 12 percentage points, whereas the prior year there was only a 1 percentage point increase. This increase demonstrates students will be better prepared for 7th grade.	Data-Driven Instruction
	Based on the 2018-2019 FSA	This data is impactful because student proficiency increased by 8 percentage	Data-

	Mathematics data, 5th grade demonstrated 47% proficiency vs. the 2017-2018 school year where the 5th grade demonstrated 39% proficiency.	points. This increase demonstrates students entering middle school are better equipped as instruction becomes more rigorous.	Driven Instruction
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Essential Practice for Significantly Improved Data Findings (Sustained)

Data-Driven Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	Based on the 2018-2019 FSA ELA data, 5th grade demonstrated 36% proficiency vs. the 2017-2018 school year where the 5th grade demonstrated 35% proficiency.	This data is impactful because student proficiency increased by only 1 percentage point. This data finding is impactful as it demonstrates the need to implement innovative strategies in order to increase proficiency.	Differentiated Instruction
	Based on the 2018-2019 FSA Mathematics data, 4th grade demonstrated 46% in proficiency vs. the 2017-2018 school year where the 4th grade demonstrated 43% proficiency.	This data is impactful because it demonstrates an increase of only 3 proficiency percentage points. This data comparison demonstrates the need to implement different strategies in order to increase proficiency.	Differentiated Instruction
	Based on the 2018-2019 FSA Mathematics data, as well as in the 2017-2018 school year, 6th grade demonstrated 54% proficiency. There was no increase demonstrated.	This data is impactful because there was no increase in proficiency. This data finding demonstrates the need to implement strategies and new resources in order to increase proficiency.	Differentiated Instruction

Essential Practice for Neutral Data Findings (Secondary)

Differentiated Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s)

			contributed most to the data findings?
Significantly Decreased Data Findings	Based on the 2018-2019 FSA Mathematics data, 7th grade demonstrated 39% proficiency vs. the 2107-2018 school year where the 7th grade demonstrated 43% proficiency.	This data is impactful because it demonstrates a decrease of 4 percentage points. Action steps will be taken to front load information for those students that attend Intensive Math and to group according to data findings.	Gradual Release of Responsibilities Model (GRRM)
	Based on the 2018-2019 FSA ELA data, 8th grade demonstrated 38% proficiency vs. the 2017-2018 school year where the 8th grade demonstrated 41% proficiency.	This data is impactful because it demonstrates a decrease of 3 percentage points. This data supports the need of a paradigm shift in instructional practices.	Gradual Release of Responsibilities Model (GRRM)
	Based on the 2018-2019 FSA Mathematics data, 8th grade demonstrated 25% proficiency vs. the 2017-2018 school year where 8th grade demonstrated 35% proficiency.	This data is impactful because it demonstrates a decrease of 10 percentage points. This data finding demonstrates the need to implement different and innovative strategies as well as new resources in order to increase proficiency.	Gradual Release of Responsibilities Model (GRRM)

Essential Practice for Significantly Decreased Data Findings (Primary)

Gradual Release of Responsibilities Model (GRRM)

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

Empower Teachers And Staff

Primary Essential Practice

School Spirit, Pride and Branding

Secondary Essential Practice

Promoting Growth Mindset

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Instruction

Primary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

Secondary Essential Practice

Differentiated Instruction

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

Describe the School Leadership Team's current reality regarding Commitment to Students.

Our school's SLT is extremely committed to students, particularly considering the fragile population that our school services. We constantly advocate for our most at risk students and attempt to provide all the necessary resources, both inside and outside of our building, to ensure that students can reach success.

As evidenced by:

Our school leadership team utilized various personnel to connect students with the necessary interventions to address their individual needs. We also provided a variety of extracurricular support for our entire student body including after school tutoring and Saturday School.

Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.

In order to even further ensure student success, we will critically evaluate our personal mindsets as a staff and recommit to holding high expectations for our students to mitigate the opportunity gap and allow our students to reach their full potential.

Competency 2: Focusing on Sustainable Results

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

Currently our team is operating at the highest level of sustainable results. We have identified the key areas of growth in our building, planned initiatives and actions to address these concerns, and are now pursuing the sustained success we have achieved.

As evidenced by:

Throughout the year, our leadership team and teacher leaders meet periodically to identify issues and brainstorm ideas of how to address them. These initiatives are then disseminated to teachers to be executed throughout the building.

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

This year we will continue to meet as leaders to address issues, but we will also progress monitor the results of our actions more strategically to analyze their effectiveness and be flexible in our implementation to maximize results.

Competency 3: Developing Others

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

Our leadership team has identified as having strength in developing others in order to more effectively communicate important initiatives and contribute ideas to address issues.

As evidenced by:

Our leadership team has identified teacher leaders to attend district PD's, lead common planning meetings, and serve as exemplars to their peers.

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

This year, we will continue to empower teachers by encouraging even more peer observation and collaboration by more strategically and frequently acknowledging best practices within the building.

Competency 4: Engages the Team

Describe the School Leadership Team's current reality regarding Engages the Team.

Overall, our leadership team displays strength in empowering our faculty and staff which creates a very positive culture within the building.

As evidenced by:

Our teachers and staff support each other both professionally and personally during and outside of the regular school day by planning together, attending department and faculty meetings to discuss larger issues, and even planning social events.

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

This year, we will build on the positive culture established at our school by clarifying our goals and vision as a team and making a concerted attempt to incorporate stakeholders from outside our building as well.

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

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

South Dade Middle School will continue to empower teachers and staff so that they take ownership of their roles in the school.

Primary Essential Practice

School Spirit, Pride and Branding

Priority Actions for the Primary Essential Practice

South Dade Middle school will be working collaboratively with students to create a Student Spirit Squad to help encourage school spirit, student pride.

Secondary Essential Practice

Promoting Growth Mindset

Priority Actions to Enhance the Secondary Essential Practice

South Dade Middle will focus on encouraging teachers to consistently plan and assign grade-level work.

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Teachers will meet with their departments to discuss their students' data and use the data to develop targeted lessons in order to ensure data-driven instruction.

Primary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

Priority Actions for the Primary Essential Practice

As a school, in both professional development and daily practice, there will be an increased emphasis on releasing students to work independently rather than an emphasis in teacher-led direct instruction.

Secondary Essential Practice

Differentiated Instruction

Priority Actions to Enhance the Secondary Essential Practice

Students will be provided with increased opportunities for enrichment through differentiated instruction. Teachers will provide students with both oral and written feedback.

OUTCOME STATEMENTS

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

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2019-2020 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

1) If we successfully implement our sustained practice of empowering teachers and staff, then teacher morale will increase and furthermore they will learn new skills that will impact student learning. 2) If we successfully implement our primary essential practice of school spirit, pride, and branding, then the leadership of select students will encourage the remainder of the student body to participate and feel pride and ownership in our school culture. 3) If we successfully implement our secondary essential practice of promoting a growth mindset, then our teachers will have a clear framework and common language to use to ignite growth every day.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

1) If teachers collaborate on analyzing student data, then they will be able to create meaningful lessons that will target student needs. 2) If teachers effectively use the gradual release model, then students will become independent thinkers. 3) If teachers are successful in providing students proper differentiated instruction, then students performing on grade level will have increased opportunities for enrichment.

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

Opening of School Date	Phase I Topic	Process Description	Activity Lead
(08/15/19) AM-PM	<p><i>What topic will be shared?</i></p> <ul style="list-style-type: none"> • <i>Data and Systems Review Summary</i> • <i>School Leadership Core Competency Course Reflections</i> • <i>Sustained Essential Practice</i> 	<p>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</p>	<p>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</p>

	<ul style="list-style-type: none"> • <i>Primary & Secondary Essential Practice Selections</i> • <i>Priority Actions</i> • <i>Outcome Statements</i> 		
8/15/19	Sustained Essential Practice [Data Analysis and Actionable Feedback] (AM Session) / School Leadership Core Competency Course Reflections (PM Session)	Teachers will hear from teacher leaders about best practices and view exemplar student work through the lens of actionable feedback. Coordinators will facilitate analysis of data supporting the impacts of actionable feedback, growth mindset, and maintaining high expectations for students despite barriers.	Teacher leaders (Pluto, Barreiro, Yapell, Prather, Ruiz-Andrade, Adams, Morales, Nelson), and P.D. Coordinator and instructional support (Lischner and Pestana).
9/19/19	Priority Action [Empowering English Learners Book Study]	Mawi Teacher 2.0 Meetings #2 - Keys to Academic and Social Emotional Growth	P.D. Coordinator, Nicole Lischner; Instructional Support Sonia Pestana and select teacher leaders.
10/17/19	Priority Action [Empowering English Learners Book Study]	Mawi Teacher 2.0 Meeting #3 - Growth Mindset	P.D. Coordinator, Nicole Lischner; Instructional Support Sonia Pestana and select teacher leaders.
11/21/19	Priority Action [Empowering English Learners Book Study]	Mawi Teacher 2.0 Meeting #4 - Agency	P.D. Coordinator, Nicole Lischner; Instructional Support Sonia Pestana and select teacher leaders.
12/19/19	Priority Action [Empowering English Learners Book Study]	Mawi Teacher 2.0 Meeting #5 - Relationships : Family and Culture	P.D. Coordinator, Nicole Lischner; Instructional Support Sonia Pestana and select teacher leaders.
1/23/19	Priority Action [Empowering English Learners Book Study]	Mawi Teacher 2.0 Meeting #6 - Relationships : School Connections	P.D. Coordinator, Nicole Lischner; Instructional Support Sonia Pestana and select teacher leaders.

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.fl DOE.org) in order to assist in the identification of those target subgroup(s).

Federal Index and ESSA Support Categories

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

Quarter 1 Systems Review & Data Reflection

October 21 – November 1, 2019

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

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

Quarter 2 Implementation

November 5 – December 20, 2019

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

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

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

School Culture Outcome Statement

1) If we successfully implement our sustained practice of empowering teachers and staff, then teacher morale will increase and furthermore they will learn new skills that will impact student learning. 2) If we successfully implement our primary essential practice of school spirit, pride, and branding, then the leadership of select students will encourage the remainder of the student body to participate and feel pride and ownership in our school culture. 3) If we successfully implement our secondary essential practice of promoting a growth mindset, then our teachers will have a clear framework and common language to use to ignite growth every day.

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

South Dade Middle School will continue to empower teachers and staff so that they take ownership of their roles in the school.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 3 End: Fri, Oct 18	Teacher leaders will help promote best practices on a bi-weekly basis.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Best practices are to be shared through collaborative planning and professional development opportunities held on school campus.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will sit in on common planning sessions to ensure best practices are being shared among teams.
Start: Tue, Sept 3 End: Fri, Oct 18	Encouraging peer observations in order to give teachers opportunities to witness best practices on a bi-weekly basis.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Teacher leaders from each department will be observed by other teachers within the same department to present engaging and effective instruction to students. Those who observe will have the opportunity to implement skills and strategies displayed by teacher leaders.	Department Chairs will inform Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal, what teachers are scheduled to observe other teachers and they will ensure teacher coverage is provided for those teachers.

<p>Start: Tue, Sept 3</p> <p>End: Fri, Oct 18</p>	<p>Select teacher leaders to lead collaborative planning and attend monthly professional developments.</p>	<p>Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair</p>	<p>Attending monthly professional development opportunities to keep teacher leaders updated on recent practices and studies. Information gained from professional development opportunities will then be shared during collaborative planning.</p>	<p>Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will ensure department chairs are attending monthly professional developments and share information gained during collaborative planning.</p>
<p>Start: Tue, Sept 3</p> <p>End: Fri, Oct 18</p>	<p>Teachers will be afforded the opportunity to give feedback on school practices in order to promote teacher empowerment on a bi-weekly basis.</p>	<p>Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair</p>	<p>At faculty meetings teachers will be provided an opportunity to make suggestions and share thoughts on a variety of school practices.</p>	<p>Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will include in the faculty meeting agendas time for select teachers to highlight best practices.</p>

Primary Essential Practice

School Spirit, Pride and Branding

Priority Actions for the Primary Essential Practice

South Dade Middle school will be working collaboratively with students to create a Student Spirit Squad to help encourage school spirit, student pride.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<p>Start: Tue, Sept 3</p> <p>End: Fri, Oct 18</p>	<p>Lead pep rallies each nine week period to promote school involvement.</p>	<p>Nicole Lischner, Activities Director</p>	<p>Pep rallies are to be held a minimum of one per nine weeks to encourage school spirit.</p>	<p>It is required that Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal approve date and times for pep rallies and will also be in attendance of pep rallies.</p>

Start: Tue, Sept 3 End: Fri, Oct 18	Promote student activities such as clubs in order to encourage social interaction and enrichment among students.	Nicole Lischner, Activities Director	Promotions will be in the form of announcements, flyers, and homeroom discussions.	It is required that Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal approve all forms or promotions for activities such as clubs.
Start: Tue, Sept 3 End: Fri, Oct 18	Use Positive Behavior Support system in order to promote positive behavior throughout the school on a daily basis.	Nicole Lischner, Activities Director	Positive behavior for each grade level will be monitored and posted in the cafeteria for school wide tracking.	Guillermo Munoz, Principal, Janet Argilagos, Assistant Principal and Nicole Lischner, Activities Director will work collaboratively to ensure that the approved reward system for positive behavior is being implemented and executed as planned.
Start: Tue, Sept 3 End: Fri, Oct 18	Schedule a variety of sporting events in order to encourage school pride and student involvement.	Nicole Lischner, Activities Director; James Melvin, Athletic Director	High enrollment in sports teams, and high attendance during sporting events.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will meet regularly with Nicole Lischner, Activities Director and James Melvin, Athletic Director to ensure that try-outs for sports teams, practices and games are scheduled accordingly.

Secondary Essential Practice

Promoting Growth Mindset

Priority Actions for the Secondary Essential Practice

South Dade Middle will focus on encouraging teachers to consistently plan and assign grade-level work.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 3 End: Fri, Oct 18	Teachers will plan strategically and with the outcome in mind on a bi-weekly basis.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair	Teacher lesson plans will reflect on-grade level activities and assignments.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.
Start: Tue, Sept 3	Teachers will give constructive	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics	Students' work will contain specific, corrective	Guillermo Munoz, Principal and Janet

End: Fri, Oct 18	feedback to ensure students perform at grade level.	Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair	feedback, as well as, teachers' oral, constructive feedback shall be evident.	Argilagos, Assistant Principal will conduct walk throughs.
Start: Tue, Sept 3 End: Fri, Oct 18	Teachers will provide assessments and homework that correlate to on-grade-level material.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair	Teacher lesson plans will reflect on-grade-level assessments and assignments.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.
Start: Tue, Sept 3 End: Fri, Oct 18	Teachers will use grade-level resources and materials.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair	Teacher lesson plans will reflect the use of on-grade-level materials and resources.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.

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

Academic Programs Outcome Statement

1) If teachers collaborate on analyzing student data, then they will be able to create meaningful lessons that will target student needs. 2) If teachers effectively use the gradual release model, then students will become independent thinkers. 3) If teachers are successful in providing students proper differentiated instruction, then students performing on grade level will have increased opportunities for enrichment.

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Teachers will meet with their departments to discuss their students' data and use the data to develop targeted lessons in order to ensure data-driven instruction.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

<p>Start: Tue, Sept 3</p> <p>End: Fri, Oct 18</p>	<p>Use 2019 FSA data, and i-Ready Diagnostic (AP1) to effectively group students during Differentiated Instruction.</p>	<p>Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair</p>	<p>The analysis of data will be evidenced by Data charts that show utilization of data, and the modifying of student grouping and strategic seating.</p>	<p>Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.</p>
<p>Start: Tue, Sept 3</p> <p>End: Fri, Oct 18</p>	<p>Conduct collaborative meetings amongst grade-level and content areas to discuss bi-weekly assessment data.</p>	<p>Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair</p>	<p>Planning will include the analysis of student data which will result in strategic grouping of students as evidenced in lesson plans as well as in posted indicators throughout the classroom.</p>	<p>Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.</p>
<p>Start: Tue, Sept 3</p> <p>End: Fri, Oct 18</p>	<p>Use periodic assessments, at the end of units, which effectively target each benchmark and measure for understanding.</p>	<p>Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair</p>	<p>Topic or mini assessment data can be placed on a easy-to-access platform, such as Excel.</p>	<p>Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.</p>
<p>Start: Tue, Sept 3</p> <p>End: Fri, Oct 18</p>	<p>Use of class warm-ups and/or Exit Slip questions to ensure understanding of the standard.</p>	<p>Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair</p>	<p>Student journals will contain questions, students' answers, and effective feedback.</p>	<p>Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.</p>

Primary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

Priority Actions for the Primary Essential Practice

As a school, in both professional development and daily practice, there will be an increased emphasis on releasing students to work independently rather than an emphasis in teacher-led direct instruction.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 3 End: Fri, Oct 18	Attending a professional development which instructs educators on how they provide a Gradual Release Model in their classrooms.	Janet Argilagos, Assistant Principal	Professional Development day's agenda, and proof of attendance through the certificate found in My Learning Plan. The development of question strategies will be evident in teachers' lesson plans.	Guillermo Munoz, Principal will authorize the attendance to professional developments for those teachers that will be attending a PD on how to implement the Gradual Release Model in their classrooms.
Start: Tue, Sept 3 End: Fri, Oct 18	Scaffolding using the "I Do", "We Do", "They Do", and "You Do" method.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Student journals should contain assignments such as graphic organizers which convey scaffolding.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct class walk throughs and monitor that scaffolding using the "I Do", "We Do", "They Do", and "You Do" method is evident in teachers' lesson plans and teachers' lessons delivery.
Start: Tue, Sept 3 End: Fri, Oct 18	Students will use effective collaboration to complete the "They Do" section of assignments.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle	The inclusion of team assignments will be evidenced by collaborative projects or assignments that are conducted in class.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct class walk throughs and monitor that team assignments are being carried out as evidenced by student collaborative

		School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair		assignments or student collaborative projects.
Start: Tue, Sept 3 End: Fri, Oct 18	Students will be given additional opportunities and resources to perform more hands-on activities, which will contribute towards student independence.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Students complete more problem-based approaches, utilize application question, and use inquiry based strategies, such as research, labs, and hands-on discovery. Furthermore, students test-taking strategies such as justifying their answers, and this work will be reflected in their assignments and assessments.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct class walk throughs and monitor that teachers have an emphasis on releasing students to work independently rather than an emphasis in teacher-led direct instruction.

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).

N/A

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

N/A

Secondary Essential Practice

Differentiated Instruction

Priority Actions for the Secondary Essential Practice

Students will be provided with increased opportunities for enrichment through differentiated instruction. Teachers will provide students with both oral and written feedback.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence	Monitoring
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			(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
Start: Tue, Sept 3 End: Fri, Oct 18	Use data-driven instruction by analyzing data, adapting assignments, and creating small strategic groups to ensure opportunities for students' success.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Data-driven instruction will be evidenced by specification on teacher artifacts, such as lesson plans and grouping charts.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will be conducting walks through classes.
Start: Tue, Sept 3 End: Fri, Oct 18	Teachers will be provide individual, effective feedback and allow students to correct their work to ensure students have acquired an understanding of the concepts.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Effective use of feedback will be found in student artifacts showing teachers' specific feedback.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will be conducting walks through classes.
Start: Tue, Sept 3 End: Fri, Oct 18	Teachers will use differentiated instruction to determine if conceptual, computational, or careless errors are keeping students from being successful with curriculum.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Student artifacts will show opportunity for correction(s) after teachers' initial feedback.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will be conducting walks through classes.
Start: Tue, Sept 3 End: Fri, Oct 18	Use of scaffolding and strategic student grouping.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics	Students' work will show scaffolding of assignments when needed.	Guillermo Munoz, Principal and Janet Argilagos, Assistant

Department Chair; Veronica Filos, Middle School Science Chair;
Valesia Anderson, Social Studies Middle School Department Chair

Principal will be
conducting
walks through
classes.

Parent Family Engagement Plan (PFEP)

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

School Culture Outcome Statement

1) If we successfully implement our sustained practice of empowering teachers and staff, then teacher morale will increase and furthermore they will learn new skills that will impact student learning. 2) If we successfully implement our primary essential practice of school spirit, pride, and branding, then the leadership of select students will encourage the remainder of the student body to participate and feel pride and ownership in our school culture. 3) If we successfully implement our secondary essential practice of promoting a growth mindset, then our teachers will have a clear framework and common language to use to ignite growth every day.

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

South Dade Middle School will continue to empower teachers and staff so that they take ownership of their roles in the school.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Nov 5 End: Fri, Dec 20	Teachers will continue to share best practices during collaborative	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA	Best practices are to be shared through collaborative planning and professional development opportunities held on school campus.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will sit in on common planning sessions

	planning sessions.	Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair		to ensure best practices are being shared among teams.
Start: Tue, Nov 5 End: Fri, Dec 20	Continue to promote and encourage peer observations in order to give teachers opportunities to witness best practices.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Teacher leaders from each department will be observed by other teachers within the same department to present engaging and effective instruction to students. Those who observe will have the opportunity to implement skills and strategies displayed by teacher leaders.	Department Chairs will inform Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal, what teachers are scheduled to observe other teachers and they will ensure teacher coverage is provided for those teachers.
Start: Tue, Nov 5 End: Fri, Dec 20	Selected teacher leaders will continue to lead collaborative planning sessions and attend professional developments.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Attending monthly professional development opportunities to keep teacher leaders updated on recent practices and studies. Information gained from professional development opportunities will then be shared during collaborative planning.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will ensure department chairs are attending monthly professional developments and share information gained during collaborative planning.
Start: Tue, Nov 5 End: Fri, Dec 20	Teachers will continue to have the opportunity to provide feedback on school practices in order to promote teacher empowerment.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	At faculty meetings teachers will be provided an opportunity to make suggestions and share thoughts on a variety of school practices.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will include in the faculty meeting agendas time for select teachers to highlight best practices.

Primary Essential Practice

School Spirit, Pride and Branding

Priority Actions for the Primary Essential Practice

South Dade Middle school will be working collaboratively with students to create a Student Spirit Squad to help encourage school spirit, student pride.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Nov 5 End: Fri, Dec 20	Continue to promote student activities such as clubs in order to encourage social interaction and enrichment among students.	Nicole Lischner, Activities Director	Pep rallies are to be held a minimum of one per nine weeks to encourage school spirit.	It is required that Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal approve date and times for pep rallies and will also be in attendance of pep rallies.
Start: Tue, Nov 5 End: Fri, Dec 20	"Positive Panthers" initiative will be implemented which will highlight selected students from each grade level for behaving positively.	Nicole Lischner, Activities Director	"Positive Panther" certificates will be posted in the cafeteria on a monthly basis.	It is required that Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal approve all forms or promotions for activities such as clubs.
Start: Tue, Nov 5 End: Fri, Dec 20	Sporting events will continue to be scheduled and student involvement promoted.	Nicole Lischner, Activities Director	Positive behavior for each grade level will be monitored and posted in the cafeteria for school wide tracking.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will meet regularly with Nicole Lischner, Activities Director and James Melvin, Athletic Director to ensure that try-outs for sports teams, practices and games are scheduled accordingly.
Start: Tue, Nov 5 End: Fri, Dec 20	Sporting events will continue to be scheduled and student involvement promoted.	Nicole Lischner, Activities Director; James Melvin, Athletic Director	High enrollment in sports teams, and high attendance during sporting events.	Athletic Director to ensure that try-outs for sports teams, practices and games are scheduled accordingly.

Secondary Essential Practice

Promoting Growth Mindset

Priority Actions for the Secondary Essential Practice

South Dade Middle School will participate in a book study (Empowering English Learners) that will provide teachers with new tools and techniques to utilize while teaching English Learners.

Explain why you modified the Priority Actions for the Secondary Essential Practice

The incorrect information was typed in.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Nov 5 End: Fri, Dec 20	Teachers will continue to plan strategically with the outcome in mind.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair	Teacher lesson plans will reflect on-grade level activities and assignments.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.
Start: Tue, Nov 5 End: Fri, Dec 20	Teachers will continue to provide students with corrective feedback to ensure mastery of grade level standards.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair	Students' work will contain specific, corrective feedback, as well as, teachers' oral, constructive feedback shall be evident.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.
Start: Tue, Nov 5 End: Fri, Dec 20	Teachers will continue to target instruction and assessments to grade level standards.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair	Teacher lesson plans will reflect on-grade-level assessments and assignments.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.
Start: Tue, Nov 5 End: Fri, Dec 20	Teachers will continue to use grade level resources and and materials.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair	Teacher lesson plans will reflect the use of on-grade-level materials and resources.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.

ACADEMIC PROGRAMS
Quarter 2 Implementation
(November 5 – December 20, 2019)

Academic Programs Outcome Statement

1) If teachers collaborate on analyzing student data, then they will be able to create meaningful lessons that will target student needs. 2) If teachers effectively use the gradual release model, then students will become independent thinkers. 3) If teachers are successful in providing students proper differentiated instruction, then students performing on grade level will have increased opportunities for enrichment.

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Teachers will meet with their departments to discuss their students' data and use the data to develop targeted lessons in order to ensure data-driven instruction.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Nov 5 End: Fri, Dec 20	Re-visit the use of i-Ready data, district topic assessments, bi-weekly assessments and student work to effectively group students during Differentiated Instruction.	Janet Argilagos, Assistant Principal	The analysis of data will be evidenced by Data charts that show utilization of data, and the modifying of student grouping and strategic seating.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.
Start: Tue, Nov 5 End: Fri, Dec 20	Conduct collaborative meetings amongst grade-level and content areas monthly in order to support literacy across curriculum.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Planning will include the analysis of student data which will result in strategic grouping of students as evidenced in lesson plans as well as in posted indicators throughout the classroom.	Planning will include the analysis of student data which will result in strategic grouping of students as evidenced in lesson plans as well as in posted indicators throughout the classroom.
Start: Tue, Nov	Continue to use	Janet Argilagos, Assistant Principal; Esmeralda Martinez,	Topic or mini	Guillermo Munoz,

5 End: Fri, Dec 20	periodic assessments, at the end of units, which effectively target each benchmark and measure for understanding.	Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	assessment data can be placed on a easy-to-access platform, such as Excel.	Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.
Start: Tue, Nov 5 End: Fri, Dec 20	Continue to promote and encourage teachers to use class warm-ups and/or Exit Slip questions to ensure understanding of the standard.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Student journals will contain questions, students' answers, and effective feedback.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.

Primary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

Priority Actions for the Primary Essential Practice

As a school, in both professional development and daily practice, there will be an increased emphasis on releasing students to work independently rather than an emphasis in teacher-led direct instruction.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Nov 5 End: Fri, Dec 20	Teachers attending the professional development which instructs educators on how they provide a Gradual Release Model in their	Janet Argilagos, Assistant Principal	Professional Development day's agenda, and proof of attendance through the certificate found in My Learning Plan. The development of question strategies will be evident in teachers' lesson plans.	Guillermo Munoz, Principal will authorize the attendance to professional developments for those teachers that will be attending a PD on how to implement the Gradual

	classrooms, will share the information with other teachers during collaborative meeting.			Release Model in their classrooms.
Start: Tue, Nov 5 End: Fri, Dec 20	During collaborative meetings emphasis will be placed upon the effective implementation of the "They Do", and "You Do" of the Gradual Release Method.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Student journals should contain assignments such as graphic organizers which convey scaffolding.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct class walk throughs and monitor that scaffolding using the "I Do", "We Do", "They Do", and "You Do" method is evident in teachers' lesson plans and teachers' lessons delivery.
Start: Tue, Nov 5 End: Fri, Dec 20	During collaborative meetings emphasis will be placed upon the effective implementation of the "They Do" of the Gradual Release Method by using strategies such as "Think-Pair-Share" and collaborative discussions.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	The inclusion of team assignments will be evidenced by collaborative projects or assignments that are conducted in class.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct class walk throughs and monitor that team assignments are being carried out as evidenced by student collaborative assignments or student collaborative projects.
Start: Tue, Nov 5 End: Fri, Dec 20	During collaborative meetings emphasis will be placed upon the continued use of hands-on activities.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Students complete more problem-based approaches, utilize application question, and use inquiry based strategies, such as research, labs, and hands-on discovery. Furthermore, students test-taking strategies such as justifying their answers, and this work will be reflected in their assignments and assessments.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct class walk throughs and monitor that teachers have an emphasis on releasing students to work independently rather than an emphasis in teacher-led direct instruction.

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).

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

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

Differentiated Instruction

Priority Actions for the Secondary Essential Practice

Students will be provided with increased opportunities for enrichment through differentiated instruction. Teachers will provide students with both oral and written feedback.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
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(First & last name, position)

(What evidence would demonstrate the Implementation Step was successfully executed?)

(How and Who?)

<p>Start: Tue, Nov 5</p> <p>End: Fri, Dec 20</p>	<p>During department meetings dedicated to best practices, focus will be given to the use of data to adapt assignments and create strategic groups to ensure opportunities for students' success.</p>	<p>Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair</p>	<p>Data-driven instruction will be evidenced by specification on teacher artifacts, such as lesson plans and grouping charts.</p>	<p>Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will be conducting walks through classes.</p>
<p>Start: Tue, Nov 5</p> <p>End: Fri, Dec 20</p>	<p>During department meetings dedicated to best practices, teachers will be encouraged to provide individual, effective feedback and allow students to correct their work to ensure students have acquired an understanding of the concepts.</p>	<p>Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair</p>	<p>Effective use of feedback will be found in student artifacts showing teachers' specific feedback.</p>	<p>Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will be conducting walks through classes.</p>
<p>Start: Tue, Nov 5</p> <p>End: Fri, Dec 20</p>	<p>During department meetings dedicated to best practices, teachers will be encouraged to use differentiated instruction to determine if conceptual, computational, or careless errors are keeping students from being successful with curriculum.</p>	<p>Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair</p>	<p>Student artifacts will show opportunity for correction(s) after teachers' initial feedback.</p>	<p>Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will be conducting walks through classes.</p>
<p>Start: Tue, Nov 5</p>	<p>During collaborative planning teachers will plan with the end in</p>	<p>Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro,</p>	<p>Students' work will show</p>	<p>Guillermo Munoz,</p>

End: Fri, Dec 20	mind. They will develop their lesson plans after reviewing the objective in order to build gradual understanding of the concept.	Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	scaffolding of assignments when needed.	Principal and Janet Argilagos, Assistant Principal will be conducting walks through classes.
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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.

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

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 SLT members were provided with the School Improvement Process 2019-2020 Mid-Year Data Map and the School Summary generated by Panorama. I-Ready data was looked at and a comparison was done from AP1 to AP2. The comparisons done were at a school level, grade level, teacher level, period/class level, as well as the sub-categories. The same attention was given to the subjects that took Quarterlies, Unit Test and Topic Tests. There were discussions about the apparent strengths and weaknesses and the plan of action for each subject, grade level and sub-category. Data Chats are being held with each teacher with the purpose of giving information, teacher reflections and a plan of strategies and resources to be used to address student need in each subject and class.

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.

Our School Summary Student responses for the Fall 2019 demonstrates an increase of 2% from the Spring 2019 in the category of Sense of Belonging. This is encouraging because one of the focus areas in our School Culture Outcome Statement is that the leadership of selected students will encourage the student body to participate and feel pride and ownership in our school culture. On the reverse, the student responses for the category of Growth Mindset for the Fall 2019 has dropped 1% from the Spring 2019 which is a decrease to the goal and purpose that our teachers will have a clear framework and common language so they can use it to ignite growth every day.

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.

The data finding that is most encouraging is that of fourth grade mathematics. When comparing i-ready AP1 to AP2 there is an increase of 24% points of students in Tier 1, a decrease of 10% points in Tier 2 and a 12% decrease in Tier 3. The data finding that is most concerning is that of seven and eighth grade mathematics. There was only a 4%-point increase of students in Tier 1, no change in Tier 2 and only a 4% decrease in Tier 3.

4. In terms of grade-levels and/or subject areas, what patterns are evident in the data examined?

The patterns that are evident when analyzing i-Ready Data by Tiers, is as follows: The average scale score change by grade level is pretty commensurate in both Mathematics and Reading in grades four and five but greater student progress has been made in Reading in grades six, seven and eight.

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

The patterns that are evident when analyzing i-Ready Subgroup Performance is as follows: The subgroup of L35 has approximately the same performance change in both Reading and Mathematics in Tiers 1, 2 and 3. In the subgroup of 2.2 levels there is an increase of positive percentage change in Reading in Tiers 1 and 3, but in Mathematics the increase of positive percentage change is in Tiers 1 and 2. In the subgroup of Proficient in Spring 2019, ELA had a positive increase of percentage points in Tiers 1, 2 and 3, but the greatest positive increase of percentage points is in Mathematics Tiers 1 and 2.

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.

One of our Implementation Steps is “Selected teacher leaders will continue to lead collaborative planning sessions and attend professional developments.” On the data for School Culture teachers agreed or strongly agreed that teachers in our school participate in collaboration, meeting both formally and informally within and across grade levels and content areas. No one remained neutral, disagreed or strongly disagreed.

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.

The data for School Culture demonstrates that fourteen staff members remain neutral when asked if the School Improvement Process is formally reviewed and revised with involvement from stakeholders. Additionally, thirteen staff members remain neutral, disagree or strongly disagree when asked if school's priorities and Essential Practices are clearly communicated to all stakeholders. This is an indicator that the Implementation Step that “Teachers will continue to have the opportunity to provide feedback on school practices in order to promote teacher empowerment” must continue to be worked on.

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.

The Implementation Step “Re-visit the use of i-Ready data, district topic assessments, bi-weekly assessments and student work to effectively group students during Differentiated Instruction” has had a favorable impact on the over-all improvement of both ELA and Mathematics i-Ready data.

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.

With the exception of Science, grades five and eight, all other categories when comparing State vs. Topic Assessments by Grade Level, fall short.

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?

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

In order to even further ensure student success, we will critically evaluate our personal mindsets as a staff and recommit to holding high expectations for our students to mitigate the opportunity gap and allow our students to reach their full potential.

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

Our school leadership team identified the L25 and L35 students and ensured the teachers had this information. Interventionists were hired and provide support for these groups in both Reading and Mathematics in grades four through eight. In addition, the ESOL students are afforded tutoring before school.

Competency 2: Focusing on Sustainable Results

This year we will continue to meet as leaders to address issues, but we will also progress monitor the results of our actions more strategically to analyze their effectiveness and be flexible in our implementation to maximize results.

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

The principal and assistant principal over curriculum meet regularly with all curriculum support staff members to confer on what the student and teacher needs are and what course of action should be taken. In addition, the principal and assistant principal over curriculum meet regularly with department chairs to provide data and discuss student needs as well as teacher needs to ensure plans are in place to meet these needs. As evidenced by the 2019-2020 Mid-Year Data Map, with the exception of Science, grades five and eight, when comparing State vs. Topic Assessment by grade level, South Dade Middle came up short. More emphasis will be given to the data generated by Topic Assessments.

Competency 3: Developing Others

This year, we will continue to empower teachers by encouraging even more peer observation and collaboration by more strategically and frequently acknowledging best practices within the building.

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

Our leadership team has identified teacher leaders to attend district PD's, lead common planning meetings, and serve as exemplars to their peers. In addition, we have identified new teachers and have assigned them a mentor or buddy to come along side them and support and assist them with their professional growth. Not all mentors and buddies have demonstrated the necessary interest and investment needed for strong teacher capacity building.

Competency 4: Engages the Team

This year, we will build on the positive culture established at our school by clarifying our goals and vision as a team and making a concerted attempt to incorporate stakeholders from outside our building as well.

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.

Our teachers and staff support each other professionally during the regular school day by planning together, attending department and faculty meetings. We must however give more attention to clarifying our goals and vision as a team and making a concerted attempt to incorporate stakeholders from outside our building.

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 will be shared with department chairs who in turn will share it with their teachers. The information will also be shared with EESAC seeking approval, and the final findings will be shared at the faculty meeting to ensure all stakeholders are informed of the direction taken as a result of the Mid-Year Data Review.

Phase IV: School Culture Q3 & Q4 Implementation (February 3 – May 1, 2020)

School Culture Outcome Statement

1) If we successfully implement our sustained practice of empowering teachers and staff, then teacher morale will increase and furthermore they will learn new skills that will impact student learning. 2) If we successfully implement our primary essential practice of school spirit, pride, and branding, then the leadership of select students will encourage the remainder of the student body to participate and feel pride and ownership in our school culture. 3) If we successfully implement our secondary essential practice of promoting a growth mindset, then our teachers will have a clear framework and common language to use to ignite growth every day.

Sustained Essential Practice

Empower Teachers And Staff

Priority Actions for the Sustained Essential Practice

South Dade Middle School will continue to empower teachers and staff so that they take ownership of their roles in the school.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 3	Teachers will continue to share best practices not only during collaborative planning	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair;	Best practices are to be shared through collaborative planning, grade level	Guillermo Munoz, Principal and Janet Argilagos, Assistant

End: Tue, May 5	session, but also during grade level meetings.	Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	meetings and professional development opportunities held on school campus.	Principal will sit in on common planning sessions to ensure best practices are being shared among teams.
Start: Mon, Feb 3 End: Fri, May 1	Continue to promote and encourage peer observations in order to give teachers opportunities to witness best practices. Special attention will be given to beginner teachers.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Teacher leaders from each department will be observed by other teachers within the same department to present engaging and effective instruction to students. Those who observe will have the opportunity to implement skills and strategies displayed by teacher leaders.	Department Chairs will inform Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal, what teachers are scheduled to observe other teachers and they will ensure teacher coverage is provided for those teachers.
Start: Mon, Feb 3 End: Fri, May 1	Selected teacher leaders will continue to lead collaborative planning sessions and attend professional developments. In addition, teachers will be given the opportunity to share out during faculty meetings what was learned at professional developments that will benefit all teachers.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Attending monthly professional development opportunities to keep teacher leaders updated on recent practices and studies. Information gained from professional development opportunities will then be shared during collaborative planning as well as during faculty meetings.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will ensure department chairs are attending monthly professional developments and share information gained during collaborative planning.
Start: Mon, Feb 3 End: Fri, May 1	Teachers will continue to have the opportunity to provide feedback on school practices in order to promote teacher empowerment.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson,	During grade level meetings as well as at faculty meetings, teachers will be provided an opportunity to make suggestions and share thoughts on a variety of school practices.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will include in the faculty meeting agendas time for select teachers to highlight best practices.

Primary Essential Practice

School Spirit, Pride and Branding

Priority Actions for the Primary Essential Practice

South Dade Middle school will be working collaboratively with students to create a Student Spirit Squad to help encourage school spirit, student pride.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 3 End: Fri, May 1	Continue to promote student activities such as clubs in order to encourage social interaction and enrichment among students.	Nicole Lischner, Activities Director	Student involvement and successes in activities such as clubs, sports games etc. will be highlighted and celebrated during announcements and visual posting around the school.	It is required that Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal approve date and times for pep rallies and will also be in attendance of pep rallies.
Start: Mon, Feb 3 End: Fri, May 1	"Positive Panthers" initiative will be implemented which will highlight selected students from each grade level for behaving positively.	Nicole Lischner, Activities Director	"Positive Panther" certificates will be posted in the cafeteria on a monthly basis.	It is required that Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal approve all forms or promotions for activities such as clubs.
Start: Mon, Feb 3 End: Fri, May 1	Sporting, dance and music events will continue to be scheduled and student involvement promoted.	Nicole Lischner, Activities Director	Student involvement in sport events, dance and music events will be highlighted and celebrated during morning and afternoon announcements.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will meet regularly with Nicole Lischner, Activities Director and James Melvin, Athletic Director to ensure that try-outs for sports teams, practices and games are scheduled accordingly.
Start: Mon, Feb 3 End: Fri, May 1	Sporting, dance and music events will continue to be scheduled and student involvement promoted.	Nicole Lischner, Activities Director; James	High enrollment in sports teams, and attendance during sporting dance and music events.	Athletic Director to ensure that try-outs for sports teams, practices and games are scheduled accordingly.

		Melvin, Athletic Director		
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Secondary Essential Practice

Promoting Growth Mindset

Priority Actions for the Secondary Essential Practice

South Dade Middle School will participate in a book study (Empowering English Learners) that will provide teachers with new tools and techniques to utilize while teaching English Learners.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 3 End: Fri, May 1	Teachers will continue to plan strategically with the outcome in mind using the plan of action agreed upon during the Mid-Year Data Chats.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair	Teacher lesson plans will reflect on-grade level activities and assignments, as well as provide students with instructional resources for DI groups.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.
Start: Mon, Feb 3 End: Fri, May 1	Teachers will continue to provide students with corrective feedback to ensure mastery of grade level standards, but not lose sight that targeted students will benefit from scaffolded lessons.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair	Students' work will contain specific, corrective feedback, as well as, teachers' oral, constructive feedback shall be evident.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.
Start: Mon, Feb 3 End: Fri, May 1	Teachers will continue to target instruction and assessments to grade level standards, and based on results, determine if on grade level mastery is attained.	Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair	Teacher lesson plans and student work will reflect on-grade-level assessments and assignments.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.
Start: Mon, Feb	Teachers will continue to target	Esmeralda Martinez, Elementary ELA	Teacher lesson plans will	Guillermo Munoz,

3 End: Fri, May 1	instruction and assessments to grade level standards, and based on results, determine if on grade level mastery is attained.	Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair	reflect the use of on-grade-level materials and resources.	Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.
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**Phase IV: Academic Programs
Q3 & Q4 Implementation
(February 3 – May 1, 2020)**

Academic Programs Outcome Statement

1) If teachers collaborate on analyzing student data, then they will be able to create meaningful lessons that will target student needs. 2) If teachers effectively use the gradual release model, then students will become independent thinkers. 3) If teachers are successful in providing students proper differentiated instruction, then students performing on grade level will have increased opportunities for enrichment.

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Teachers will meet with their departments to discuss their students' data and use the data to develop targeted lessons in order to ensure data-driven instruction.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 3 End: Fri, May 1	Teachers will use i-Ready AP1 and AP2 data, district topic assessments, bi-weekly assessments and student work to effectively group students during Differentiated Instruction.	Janet Argilagos, Assistant Principal	The analysis of data will be evidenced by Data charts that show utilization of data, and the modifying of student grouping and strategic seating.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.

<p>Start: Mon, Feb 3</p> <p>End: Fri, May 1</p>	<p>Teachers will continue to conduct collaborative meetings amongst grade-level and content areas monthly in order to support literacy across curriculum using the vocabulary list provided monthly as well as by using the RACE strategy</p>	<p>Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair</p>	<p>The support of literacy across curriculum will be evidenced by teacher plans, student work and observation.</p>	<p>Planning will include the analysis of student data which will result in strategic grouping of students as evidenced in lesson plans as well as in posted indicators throughout the classroom.</p>
<p>Start: Mon, Feb 3</p> <p>End: Fri, May 1</p>	<p>Use i-Ready data, bi-weekly, quarterly and unit assessments and student work to effectively target each benchmark and measure for understanding.</p>	<p>Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair</p>	<p>Teachers will pull and print data findings in order to analyze and group students strategically. This will be evidenced by their data binders and student grouping.</p>	<p>Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.</p>
<p>Start: Mon, Feb 3</p> <p>End: Fri, May 1</p>	<p>Create stem questions using Item SPECS.</p>	<p>Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair</p>	<p>Student journals will contain questions, students' answers, and effective feedback.</p>	<p>Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct walk throughs.</p>

Primary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

Priority Actions for the Primary Essential Practice

As a school, in both professional development and daily practice, there will be an increased emphasis on releasing students to work independently rather than an emphasis in teacher-led direct instruction.

Implementation	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
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Date(s)	(Include the action, the frequency of the action, and the purpose of the action.)	(First & Last Name, Position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and who?)
Start: Mon, Feb 3 End: Fri, May 1	Teachers already using the Gradual Release Model will continue to do so in their classrooms and mentor teachers will model the Gradual Release Model for their assigned mentees.	Janet Argilagos, Assistant Principal	The development of question strategies will be evident in teachers' lesson plans and gradual release of students will be observed when conducting walkthroughs.	Guillermo Munoz, Principal will authorize the attendance to professional developments for those teachers that will be attending a PD on how to implement the Gradual Release Model in their classrooms.
Start: Mon, Feb 3 End: Fri, May 1	During collaborative meetings emphasis will continue to be placed upon the effective implementation of the "They Do", and "You Do" of the Gradual Release Method.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Student journals should contain assignments such as graphic organizers which convey scaffolding.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct class walk throughs and monitor that scaffolding using the "I Do", "We Do", "They Do", and "You Do" method is evident in teachers' lesson plans and teachers' lessons delivery.
Start: Mon, Feb 3 End: Fri, May 1	During collaborative meetings emphasis will continue to be placed upon the effective implementation of the "They Do" of the Gradual Release Method by using strategies such as "Think-Pair-Share" and collaborative discussions.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	The inclusion of team assignments will be evidenced by collaborative projects or assignments that are conducted in class.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will conduct class walk throughs and monitor that team assignments are being carried out as evidenced by student collaborative assignments or student collaborative projects.
Start: Mon, Feb 3	Guillermo Munoz, Principal and Janet Argilagos, Assistant	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro,	Students complete more problem-based approaches, utilize application question,	Guillermo Munoz, Principal and Janet Argilagos, Assistant

End: Fri, May 1	Principal will conduct class walk throughs and monitor that team assignments are being carried out as evidenced by student collaborative assignments or student collaborative projects.	Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	and use inquiry based strategies, such as research, labs, and hands-on discovery. Furthermore, students test-taking strategies such as justifying their answers, and this work will be reflected in their assignments and assessments.	Principal will conduct class walk throughs and monitor that teachers have an emphasis on releasing students to work independently rather than an emphasis in teacher-led direct instruction.
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Secondary Essential Practice

Differentiated Instruction

Priority Actions for the Secondary Essential Practice

Students will be provided with increased opportunities for enrichment through differentiated instruction. Teachers will provide students with both oral and written feedback.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 3 End: Fri, May 1	During department meetings dedicated to best practices, focus will be given to the use of Mid-Year Data. The comparison of i-Ready AP1 and AP2 will be used when creating strategic groups to ensure opportunities for students' success.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Data-driven instruction will be evidenced by specification on teacher artifacts, such as lesson plans and grouping charts.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will be conducting walks through classes.
Start: Mon, Feb 3	During department meetings dedicated to best practices,	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro,	Effective use of feedback will	Guillermo Munoz,

End: Fri, May 1	teachers will continue to be encouraged to provide individual, effective feedback and allow students to correct their work to ensure students have acquired an understanding of the concepts.	Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	be found in student artifacts showing teachers' specific feedback.	Principal and Janet Argilagos, Assistant Principal will be conducting walks through classes.
Start: Mon, Feb 3 End: Fri, May 1	During department meetings dedicated to best practices, teachers will continue to be encouraged to use differentiated instruction to determine if conceptual, computational, or careless errors are keeping students from being successful with curriculum.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Student artifacts will show opportunity for correction(s) after teachers' initial feedback.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will be conducting walks through classes.
Start: Mon, Feb 3 End: Fri, May 1	During collaborative planning teachers will continue to plan with the end in mind. They will develop their lesson plans after reviewing the objective in order to build gradual understanding of the concept.	Janet Argilagos, Assistant Principal; Esmeralda Martinez, Elementary ELA Department Chair; Maria Barreiro, Elementary Mathematics Department Chair; Anessa Harrysingh, Elementary Science Department Chair; Julia Yapell, Middle School ELA Department Chair; Diana Pluto, Middle School Mathematics Department Chair; Veronica Filos, Middle School Science Chair; Valesia Anderson, Social Studies Middle School Department Chair	Students' work will show scaffolding of assignments when needed.	Guillermo Munoz, Principal and Janet Argilagos, Assistant Principal will be conducting walks through classes.

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 successfully implement our sustained practice of empowering teachers and staff, then teacher morale will increase and furthermore they will learn new skills that will impact student learning. 2) If we successfully implement our primary essential practice of school spirit, pride, and branding,

then the leadership of select students will encourage the remainder of the student body to participate and feel pride and ownership in our school culture. 3) If we successfully implement our secondary essential practice of promoting a growth mindset, then our teachers will have a clear framework and common language to use to ignite growth every day.

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?

The school met the intended Outcome Statement in School Culture. The teachers felt more empowered as opportunities for leadership continuously emerged. Opportunities for teacher collaboration from different subject areas and grade levels were given, and students were afforded opportunities to show leadership as well as promoting student pride. As a result of teachers collaborating across grade levels and subject areas, teachers were able to brainstorm ideas to promote a growth mindset in students and therefore expand the sense of community.

Sustained Essential Practice

Empower Teachers And Staff

Primary Essential Practice

School Spirit, Pride and Branding

Secondary Essential Practice

Promoting Growth Mindset

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.

1) During the 2019-2020 school year teachers were encouraged to share best practices during department meetings and were encouraged to try and adopt best practices that they felt could help their students. 2) Department chairs and teachers were encouraged and entrusted with being leaders among themselves and carrying that concept into their classrooms and with their students. This level of trust has been a catalyst toward empowerment and change for our entire staff. 3) Flower ceremonies during the Faculty/Staff meetings made an impressionable touch to those who may have gone unnoticed. 4) Teachers were encouraged to engage in professional development and turn key the information with their departments and in-house professional developments for all teachers across departments.

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

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.

1) Lack of parent involvement 2) Limited participation in the PTSA 3) A hindrance was that there was a lack of consistency among teachers in using the best practices that were shared during department meetings. Although the research was well received by teachers there was a lack of perseverance and continuity in the use of the best practices among the teachers. 4) There was a limited amount of request for peer observation. 5) Common planning opportunities in most departments was limited to one day a week (Wednesdays).

contributed to your success.

In reviewing the implementation steps for increasing School Spirit, pride, and Branding, students were afforded the opportunity to contribute their ideas for student choice/ voice. Students were also recognized during announcements for accomplishments during academic and sporting events; students participated in clubs to introduce them to different interests and expand their knowledge of the world; participate in sports events, school-wide dances and cultural celebrations. In the elementary school there was Student of the Month recognition for core subjects and a challenge board geared to student involvement. There was a monthly pep rally and spirit weeks.

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.

1) Students were provided corrective feedback through journals, assignments and allowed to make changes and resubmit. 2) Teaching to grade level standards provided students with opportunities to struggle but reinforcing that it is ok to make mistakes as long as they are putting effort into it, and afterwards providing them with support when needed. 3) Data chats were held after topic assessments and i-Ready diagnostics to encourage growth in students. 4) Teachers continuously provided feedback to students and encouraged them to reflect on their progress and set goals. 5) Teachers planned with the end in mind and created standard- based item specification questions to supplement selection assessments. Students were grouped by academic need and lessons were scaffold to increase student comprehension and independent mastery of standards.

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.

1) Factors that hindered school spirit, pride and branding was: low attendance to sport, music and celebration events. 2) Transportation is a problem for many students. 3) The inconsistency of enforcing school uniform.

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.

1) A hindrance for the implementation of growth mindset was that although oral corrective feedback was evident it was not equally evident in student artifacts. 2) Teaching at grade level was not seen consistently across curriculum. 3) The continuation of implementation was cut short due to the need for distance learning.

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.

Empowering teachers will continue to be important. Initiatives to encourage school spirit and pride will continue to grow. As a result of the current distance learning we will continue to expand our use of technology as the primary means of communication and as alternative instruction. There will be an increase in teacher and staff morale due to empowering staff that will contribute positively to student growth. The continued use of best practices and collaborative planning during grade level meetings will continue. School Spirit, pride and branding will continue as evident by the school's successful celebrations, sport and music programs. Students will continue to enroll in these programs at a high rate. The use of Positive Panther certificates will remain neutral due to lack of fidelity among the teachers. Teachers will continue to develop a growth mindset as they attend professional development and learn best practices that empower them. Students growth mindset will remain neutral until they assume more responsibility for their learning. Students will feel empowered when they fully accept responsibility for their learning and feel the positive rewards of learning.

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 collaborate on analyzing student data, then they will be able to create meaningful lessons that will target student needs. 2) If teachers effectively use the gradual release model, then students will become independent thinkers. 3) If teachers are successful in providing students proper differentiated instruction, then students performing on grade level will have increased opportunities for enrichment.

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?

School-wide, teachers used the data to effectively plan in collaborative meetings, create groupings for students for Differentiated Instruction, target necessary standards, create meaningful lessons, and determine the appropriate assessments. In addition, the Gradual Release Method was a staple in classrooms whereby teachers used a combination of think-alouds, student collaborative discussions, and gave students the responsibility of independent work in a gradual, scaffold form. Departments were very successful in working collaboratively on a weekly basis to meet individual students' needs by discussing methods for grouping students strategically, openly sharing feedback, discussing pacing, and developing meaningful lesson plans according to students' needs.

Sustained Essential Practice

Data-Driven Instruction

Primary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

Secondary Essential Practice

Differentiated Instruction

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.

The steps we successfully implemented included continuously reviewing student progress on i-Ready, topic, and formative assessments, and therefore, understanding the standards students struggled with the most to reteach or remediate. Our departmental and cross-curricular collaborative meetings played an integral role as we planned for lessons using data and best practices. Strategies such as utilizing Item Specification questions, E.C.R, and R.A.C.E.S. were implemented, as well.

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.

We successfully implemented the GRRM by ensuring we used think-alouds during the “I Do” stage, being facilitators by releasing students later while still providing guidance, and ultimately having students work independently during the later stages. Through the use of cooperative learning groups, probing/ critical thinking questions, hands on science inquiry labs, and graphic organizers, teachers scaffold material. In Math, the textbook is aligned with the GRRM, therefore teachers followed the book design.

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.

Performance Matters reports. Using this data, we planned our Differentiated Instruction strategy when it came to seating, long and short-term lesson planning, and the assignments’ level of complexity. Teachers gave individualized attention and corrective feedback to students during the completion of bell ringers. This immediate corrective feedback allowed the students to correct their cognitive processes so that they could develop a higher math capacity. Students also invested in their learning by tracking their own data.

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.

There were technological issues with the testing platform, Performance Matter, and there was a lack of useful reports for Math and Science. Also, although we are continuously reviewing students’ i-Ready AP3 results and having informal data chats through distance learning, it cannot be implemented as thoroughly as we would prefer while we use Distance Learning/ Remote Teaching.

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.

At times, there was a lack of prerequisite knowledge which delayed the releasing time in the GRRM. We are not sure to what extent mentors modeled the Gradual Release Method to their mentees. Because the year was also cut short by COVID-19, this had an impact on the modeling. Lastly, technology was lacking which hinders students’ ability to complete independent work.

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.

1 Performance Matters reports include home room students which somewhat skews data making meaningful data difficult to obtain and use when planning for D.I. 2) D.I. groups were not consistently used in a meaningful manner. 3) Access to technology is limited at times making D.I. activities through technology difficult.

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.

Based on our rigorous practices, we as a team predict the upcoming 2020-2021 school year to be even more successful than this school year. We will continue to dissect the benchmarks, focus on vocabulary, facilitate independent thinking and use a variety of differentiated instructional tools and methods to engage students, administer assessments, give feedback and use data in order to help students not just learn academic, but most importantly to cultivate future leaders in a global community which is interdependent upon each other for sustained successes in all areas of life. The global pandemic was unexpected, and though we as teachers, have maintained a sense of purpose, stability and goal-oriented distance learning, we predict there will be a decrease from the i-Ready AP2 or AP3 of the 2019-2020 school year to the i-Ready AP1 of the 2020-2021 school year due to not having the correct testing environment.