School Location # -6841

Name of School - SHENANDOAH MS
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 16 – August 31, 2018

- 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 2018-19 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 31, 2018.

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 4 – October 19, 2018

- 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.
Quarter 1 Systems Review & Data Reflection

October 22 – November 2, 2018

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

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

Quarter 2 Implementation

November 5 – December 21, 2018

- 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 4 – October 19, 2018)

School Culture Outcome Statement

Sustained- If we successfully implement activities for our Shared Vision, then our students and our school will continue to actively participate in all academic classes and thus create a focus on student learning and success. Secondary- If we successfully promote Growth Mindset, then our faculty will be more engaged, more energized, more reflective, more transparent, and more optimized to be successful in teaching, attain high test scores, and ensure student success. Primary-If we successfully Communicate with Stakeholders, of bolstering parental involvement, we will then drive up student attendance. Bolstering parental involvement and an increase in student attendance, it will lead to a more engaged student population and a student population that, in turn, drives more buy-in and involvement from parents and the wider community.

Sustained Essential Practice

Shared Vision

Priority Actions for the Sustained Essential Practice

To sustain our shared vision, our school will continue to provide opportunities for all stakeholders to share best practices and build upon each other strengths. We aim to provide support and guidance for areas classified as needing improvement. By continuing to provide professional learning communities and planning sessions, where purposeful and relevant lessons are created, stakeholders are able to voice their expectations and feedback.
<table>
<thead>
<tr>
<th>Implementation Step</th>
<th>(First &amp; last name, position)</th>
<th>(What evidence would demonstrate the Implementation Step was successfully executed?)</th>
<th>(How and Who?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will have weekly common planning sessions with dedicated time in them for sharing already completed lessons.</td>
<td>Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita Herrera, Department Chairperson</td>
<td>To demonstrate weekly common planning sessions are successfully executed, teachers will sign attendance sheets, follow an agenda, and create and present lesson plans.</td>
<td>Department chairs will report to the leadership team every two weeks on the status of the planning sessions and collaborative work.</td>
</tr>
<tr>
<td>Teachers will critique lessons within their department (what worked and what didn’t) and offer pointers to each other.</td>
<td>Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita Herrera, Department Chairperson</td>
<td>To demonstrate weekly common planning sessions are successfully executed, teachers will score themselves by using a rubric and checklist.</td>
<td>Department chairs will report to the leadership team every two weeks on the status of the planning sessions and collaborative work.</td>
</tr>
<tr>
<td>Data chats between the leadership team, department chairpersons, and teachers highlighting areas of concern and strengths.</td>
<td>Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita Herrera, Department Chairperson All classroom teachers All students</td>
<td>To demonstrate that data chats between the leadership team, department chairperson and teachers are being implemented successfully, administration will conduct classroom walkthroughs, review lesson plans, and review data chat protocols.</td>
<td>Department chairs will report to the leadership team every two weeks on the status of the planning sessions, collaborative work, and the activities associated to differentiated instruction.</td>
</tr>
<tr>
<td>Accountability talks, teachers will also implement chats with students, pinpointing the strengths and standards of concerns.</td>
<td>Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita Herrera, Department Chairperson All classroom teachers All students</td>
<td>To demonstrate that accountability talks will be implemented successfully, teachers will document in lesson plans and administration will conduct walk-throughs and review lesson plans, data chat protocols, and student folders.</td>
<td>Department chairs will report to the leadership team every two weeks on the status of the planning sessions, collaborative work, and the activities associated to differentiated instruction.</td>
</tr>
</tbody>
</table>
Primary Essential Practice

Communicate With Stakeholders

Priority Actions for the Primary Essential Practice

The school will continue to communicate through a variety of forums that are in place to help communicate the high expectations, attainable goals created, and the action plans being implemented. In addition, the monitoring of programs, and providing specific feedback to all stakeholders will continue continuously and with fidelity throughout the year.

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
<th>Implementation Steps</th>
<th>Person(s) Responsible</th>
<th>Expected Evidence</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start: Tue, Sept 4</td>
<td>Administration will conduct weekly walkthroughs with a clinical eye to ensure that instruction is standards-aligned, on par with the pacing guide, relatable, engaging, and driven by the academic needs reflected in data and test scores.</td>
<td>Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita Herrera, Department Chairperson All classroom teachers</td>
<td>Administration will keep a walk-through log of who has been visted, debriefings which have taken place, and comments which highlight the key components or topics presented.</td>
<td>Walk-through debriefings with individual teachers will illustrate what was observed, allow for feedback to be given to the teacher, and allow for a dialogue to exist between the teacher and the administrator.</td>
</tr>
<tr>
<td>End: Fri, Oct 19</td>
<td>Teachers will keep a reflective journal where expectations, outcomes, comments can be written for professional growth. In addition, teachers will submit their professional development log.</td>
<td></td>
<td>Walk-through debriefings will also allow for teachers to request further support and an opportunity to revise any areas of deficiencies.</td>
<td></td>
</tr>
</tbody>
</table>

Start: Tue, Sept 4

End: Fri, Oct 19
**Secondary Essential Practice**

Promoting Growth Mindset

**Priority Actions for the Secondary Essential Practice**

The school will participate and complete the MAWI program. Utilizing this program will help provide specific examples, reflective pieces, and the opportunities to practice these philosophical changes in both the individual's classroom and the school as a whole.

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
<th>Implementation Steps</th>
<th>Person(s) Responsible</th>
<th>Expected Evidence</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(First &amp; last name, position)</td>
<td>(What evidence would)</td>
<td>(How and Who?)</td>
</tr>
<tr>
<td><strong>Start:</strong> Tue, Sept 4</td>
<td><strong>End:</strong> Fri, Oct 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MAWI</strong> will be utilized as a way of promoting a growth mindset. Teachers will be introduced to the program during the Opening of Schools faculty meeting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evan Wexler, MAWI Liaison Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Ana Flores, Restorative Justice Facilitator Ana Betancourt, Counselor Jason Jeanty, Counselor</td>
<td>Sign in sheets and agenda will verify who attended the training.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback by the MAWI Liaison and Administration was given back through discussion boards and will be monitored.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Start:** Tue, Sept 4  
**End:** Fri, Oct 19

Each member of the staff is required to progress through the program at a certain rate and have it completed by a certain date. A "module" of the course will be due approximately every three weeks.

Evan Wexler, MAWI Liaison Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Ana Flores, Restorative Justice Facilitator Ana Betancourt, Counselor Jason Jeanty, Counselor

The MAWI Liaison will be able to monitor the staff's progress through the course gradebook.

As a result of participation in the MAWI program, teachers will be more reflective and more in tune with the social emotional needs of their students based on the number of behavioral and emotional cases issued to counselors and administration. This will be measured in the decrease of behavioral incidents processed.

**Start:** Tue, Sept 4  
**End:** Fri, Oct 19

The MAWI tech liason, in collaboration with the Restorative Justice Facilitator will be able to monitor the staff's progress through the course. Those that are not keeping on pace or completing reflection assignments will be addressed by administration and will participate in professional developments which will allow them to complete the MAWI process.

Evan Wexler, MAWI Liaison Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Ana Flores, Restorative Justice Facilitator Ana Betancourt, Counselor Jason Jeanty, Counselor

The MAWI Liaison will be able to monitor the staff's progress through the course gradebook.

Teachers will have a reflective journal where expectations, outcomes, comments can be written for personal growth. A reflective board in the faculty lounge and main office will be utilized to highlight teacher and school growth.

**Start:** Tue, Sept 4  
**End:** Fri, Oct 19

Administration will provide staff with various circle implementations, which range

Evan Wexler, MAWI Liaison Bianca Calzadilla, Principal Kelly

Participation will be evident by agendas and sign in sheets.

Teachers will participate in circles discussing various topics such as best
from sharing best practices to mediation.

Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Ana Flores, Restorative Justice Facilitator Ana Betancourt, Counselor Jason Jeanty, Counselor

practices, mediation, and behavioral scenarios during monthly faculty meetings and weekly planning sessions.

ACADEMIC PROGRAMS
Quarter 1 Implementation
(September 4 – October 19, 2018)

Academic Programs Outcome Statement

Sustained-If we successfully implement Collaborative Planning, then the school will achieve higher test scores and students will make learning gains and obtain proficiency levels. Secondary -If we successfully implement Collaborative Learning / Structures and hone in on test taking strategies and targeting instruction to key content related concepts and vocabulary, then a deeper understanding of academic subjects will yield higher test results, learning gains and proficiency levels. Primary-If we successfully implement activities for Data Driven Instruction, and utilize findings / data to drive instruction in differentiated instruction, pullouts, and tutoring then we will be meeting the needs of our students and addressing weaknesses’, targeting under performing students, and building capacity.

Sustained Essential Practice

Collaborative Planning

Priority Actions for the Sustained Essential Practice

To fully utilize the practices of collaborative planning, the school will continue to provide time for teachers to gather, plan and work together. These collaborative planning sessions will promote targeted lessons, differentiated instruction, standards based activities, data chats and accountability talks. Within these planning sessions, all stakeholders will also be able to participate in discussions which focus on student successes and areas of concern.

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
<th>Implementation Steps</th>
<th>Person(s) Responsible (First &amp; last name, position)</th>
<th>Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)</th>
<th>Monitoring (How and Who?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start: Tue, Sept 4 End: Fri, Oct 19</td>
<td>Teachers will collaborate, weekly, within their department and incorporate multiple standards, cross-curricular</td>
<td>Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita</td>
<td>Lesson plans, student folders, and assessments will focus on grade level standards and</td>
<td>Administration on a daily basis will conduct observations on the standards being taught</td>
</tr>
</tbody>
</table>

https://mdcpsportalapps2.dadeschools.net/SIP/#!/form
<table>
<thead>
<tr>
<th>Start: Tue, Sept 4</th>
<th>End: Fri, Oct 19</th>
<th>Herrera, Department Chairperson Maria Jimenez Department Chairperson</th>
<th>will be utilized to demonstrate executed.</th>
<th>During walkthroughs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdepartmental meetings will take place twice a month and focus on project based learning and cross-curricular strategies.</td>
<td>Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita Herrera, Department Chairperson Maria Jimenez Department Chairperson Justina Torres SPED Department Chairperson Michelle Tellez ELL Department Chairperson</td>
<td>Lesson plans which focused on cross-curricular standards, targeted activities, and data-driven implementation plans, will be utilized.</td>
<td>Administration, in collaboration with department chairpersons will conduct daily observations on the standards being taught during walkthroughs.</td>
<td></td>
</tr>
<tr>
<td>Teachers will have weekly planning sessions with dedicated time frames where discussions are being held as to the effectiveness of their lessons.</td>
<td>Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita Herrera, Department Chairperson Maria Jimenez Department Chairperson Justina Torres SPED Department Chairperson Michelle Tellez ELL Department Chairperson</td>
<td>Lessons plans, agendas, and sign in sheets are to be utilized.</td>
<td>Administration, in collaboration with department chairpersons will on a weekly basis participate in discussions, and planning sessions.</td>
<td></td>
</tr>
<tr>
<td>Monthly meetings will have best practices shared as to the engagement of students in classrooms. Teachers can weigh in on how students’ needs have been met and subject area has been covered.</td>
<td>Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita Herrera, Department Chairperson Maria Jimenez Department Chairperson Justina Torres SPED Department Chairperson Michelle Tellez ELL Department Chairperson</td>
<td>Agendas, exit slips, and sign in sheets are to be utilized.</td>
<td>Administration will on a monthly basis participate in discussions, and faculty meetings.</td>
<td></td>
</tr>
</tbody>
</table>

**Primary Essential Practice**

Data-Driven Instruction

**Priority Actions for the Primary Essential Practice**

The school will analyze assessments and use the findings and data to help drive instruction and implement targeted lessons emphasizing both strengths and areas of concerns. In addition, holding all stakeholders accountable through data chats, accountability talks, and the use of PowerBi, will provide teachers the opportunities to differentiate instruction, remediate, and enrich students regardless of subject matter.
### School Improvement Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Start: Thu, Sept 6</th>
<th>End: Fri, Oct 19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers will collaborate with other departments and incorporate multiple standards into their lessons.</strong></td>
<td>Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita Herrera, Department Chairperson Maria Jimenez Department Chairperson Justina Torres SPED Department Chairperson Michelle Tellez ELL Department Chairperson</td>
<td>To ensure the success of this step, walkthrough logs, checklists, agendas, sign in sheets, lesson plans and project based learning will be utilized. Department chairs will report to the leadership team every two weeks on the status of the planning sessions and collaborative work.</td>
</tr>
<tr>
<td><strong>Teachers will collaborate with other departments and cross-curricular activities into their lessons.</strong></td>
<td>Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita Herrera, Department Chairperson Maria Jimenez Department Chairperson Justina Torres SPED Department Chairperson Michelle Tellez ELL Department Chairperson All teachers</td>
<td>To ensure the success of this step, walkthrough logs, checklists, agendas, sign in sheets, lesson plans and project based learning will be utilized. Department chairs will report to the leadership team every two weeks on the status of the planning sessions and collaborative work.</td>
</tr>
<tr>
<td><strong>Teachers will collaborate with other departments and incorporate tested topics into their lessons.</strong></td>
<td>Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita Herrera, Department Chairperson Maria Jimenez Department Chairperson Justina Torres SPED Department Chairperson Michelle Tellez ELL Department Chairperson All teachers</td>
<td>To ensure the success of this step, walkthrough logs, checklists, agendas, sign in sheets, lesson plans and project based learning will be utilized. Department chairs will report to the leadership team every two weeks on the status of the planning sessions and collaborative work.</td>
</tr>
<tr>
<td><strong>We will conduct professional developments in the areas of differentiated instruction, enrichment tactics, and remediation.</strong></td>
<td>Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita Herrera, Department Chairperson Maria Jimenez Department Chairperson</td>
<td>To ensure the success of this step, walkthrough logs, lesson plans, data chat protocols and student folders will be utilized. During the PDs, we will review how targeted instruction can be used to benefit students deficiencies and areas of concerns. Each teacher will...</td>
</tr>
</tbody>
</table>
### Secondary Essential Practice

**Collaborative Learning / Structures**

**Priority Actions for the Secondary Essential Practice**

The school will continue to provide time for collaborative planning sessions, team meetings, professional circles, professional development, and the sharing of best practices. In each of these different scenarios, all stakeholders are exposed to a clear set of expectations, attainable goals, collaborative activities, the sharing of ideas, and the opportunities to reflect and grow.

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
<th>Implementation Steps</th>
<th>Person(s) Responsible</th>
<th>Expected Evidence</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start:</strong> Tue, Sept 4</td>
<td>Administrators and Department Chairs will disaggregate all data points and hold data chats with teachers.</td>
<td>Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita Herrera, Department Chairperson Maria Jimenez Department Chairperson Justina Torres SPED Department Chairperson Michelle Tellez ELL Department Chairperson All teachers</td>
<td>Instruction will reflect lessons that are scaffolded to the needs of all students and will be evident in lesson plans, student folders, and data chat protocols.</td>
<td>Administration, in collaboration with department chairpersons will on a weekly basis participate in discussions, and planning sessions.</td>
</tr>
<tr>
<td><strong>End:</strong> Fri, Oct 19</td>
<td>Teachers will utilize the data to formulate lesson plans that address student deficiencies. A timeline for use of data points and progress monitoring will be developed.</td>
<td>Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita Herrera, Department Chairperson Maria Jimenez Department Chairperson Justina Torres SPED Department Chairperson Michelle Tellez ELL</td>
<td>Collaborative planning, through agendas and sign in sheets, will focus on standard based lessons, appropriate resources, which are aligned with specific data points.</td>
<td>Administration, in collaboration with department chairpersons will on a weekly basis participate in discussions, and planning sessions.</td>
</tr>
<tr>
<td>Start: Tue, Sept 4</td>
<td>End: Fri, Oct 19</td>
<td>Department Chairperson All teachers Frank Ventura Gradebook Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
<td>-------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data will also be recorded on a protocol and explained to students on an individual level.

Bianca Calzadilla, Principal Kelly Apolinar, Assistant Principal Paulo de la Osa, Assistant Principal Beatriz Alvarez, Department Chairperson Cathlyne Joseph, Department Chairperson Carlos de la Camara, Department Chairperson Teresita Herrera, Department Chairperson Maria Jimenez Department Chairperson Justina Torres SPED Department Chairperson Michelle Tellez ELL Department Chairperson All teachers

Students, through accountability talks, will be exposed to the areas and topics needing improvement and those that have been achieved. This will be recorded on a data chat sheet which will be available through student folders. Administration, in collaboration with department chairpersons, will on a daily basis conduct observations on the standards being taught during walkthroughs and review student folders.

**Parent Family Engagement Plan (PFEP)**

*All Title 1 schools will submit the 2018-2019 PFEP to the Title 1 office for approval on or before, Tuesday, October 9, 2018. Once approved, the PFEP will be uploaded into the School Improvement Process (Phase II).*

**SCHOOL CULTURE**

**Quarter 2 Implementation**

(November 5 – December 21, 2018)

**School Culture Outcome Statement**

Sustained- If we successfully implement activities for our Shared Vision, then our students and our school will continue to actively participate in all academic classes and thus create a focus on student learning and success.

Secondary- If we successfully promote Growth Mindset, then our faculty will be more engaged, more energized, more reflective, more transparent, and more optimized to be successful in teaching, attain high test scores, and ensure student success.

Primary-If we successfully Communicate with Stakeholders, of bolstering parental involvement, we will then drive up student attendance. Bolstering parental involvement and an increase in
student attendance, it will lead to a more engaged student population and a student population that, in turn, drives more buy-in and involvement from parents and the wider community.

**Sustained Essential Practice**

**Shared Vision**

**Priority Actions for the Sustained Essential Practice**

To sustain our shared vision, our school will continue to provide opportunities for all stakeholders to share best practices and build upon each other strengths. We aim to provide support and guidance for areas classified as needing improvement. By continuing to provide professional learning communities and planning sessions, where purposeful and relevant lessons are created, stakeholders are able to voice their expectations and feedback.

Please enter an explanation

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

**Primary Essential Practice**

**Communicate With Stakeholders**

**Priority Actions for the Primary Essential Practice**

The school will participate and complete the MAWI program. Utilizing this program will help provide specific examples, reflective pieces, and the opportunities to practice these philosophical changes in both the individual's classroom and the school as a whole.

Please enter an explanation
Secondary Essential Practice
Promoting Growth Mindset

Priority Actions for the Secondary Essential Practice

The school will participate and complete the MAWI program. Utilizing this program will help provide specific examples, reflective pieces, and the opportunities to practice these philosophical changes in both the individual's classroom and the school as a whole.

Please enter an explanation
ACADEMIC PROGRAMS
Quarter 2 Implementation
(November 5 – December 21, 2018)

Academic Programs Outcome Statement

Sustained-If we successfully implement Collaborative Planning, then the school will achieve higher test scores and students will make learning gains and obtain proficiency levels. Secondary -If we successfully implement Collaborative Learning / Structures and hone in on test taking strategies and targeting instruction to key content related concepts and vocabulary, then a deeper understanding of academic subjects will yield higher test results, learning gains and proficiency levels. Primary-If we successfully implement activities for Data Driven Instruction, and utilize findings / data to drive instruction in differentiated instruction, pullouts, and tutoring then we will be meeting the needs of our students and addressing weakness', targeting under performing students, and building capacity.

Sustained Essential Practice

Collaborative Planning

Priority Actions for the Sustained Essential Practice

To fully utilize the practices of collaborative planning, the school will continue to provide time for teachers to gather, plan and work together. These collaborative planning sessions will promote targeted lessons, differentiated instruction, standards based activities, data chats and accountability talks. Within these planning sessions, all stakeholders will also be able to participate in discussions which focus on student successes and areas of concern.

Please enter an explanation
Primary Essential Practice
Data-Driven Instruction

Priority Actions for the Primary Essential Practice

The school will analyze assessments and use the findings and data to help drive instruction and implement targeted lessons emphasizing both strengths and areas of concerns. In addition, holding all stakeholders accountable through data chats, accountability talks, and the use of PowerBi, will provide teachers the opportunities to differentiate instruction, remediate, and enrich students regardless of subject matter.

Please enter an explanation

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

Secondary Essential Practice
Collaborative Learning / Structures

Priority Actions for the Secondary Essential Practice
The school will continue to provide time for collaborative planning sessions, team meetings, professional circles, professional development, and the sharing of best practices. In each of these different scenarios, all stakeholders are exposed to a clear set of expectations, attainable goals, collaborative activities, the sharing of ideas, and the opportunities to reflect and grow.

Please enter an explanation

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