

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

4721-Rockway Elementary

Principal (Last Name, First Name)

Pina, Julissa

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

Thompson, Shante

MTSS Coordinator (Last Name, First Name)

Thompson, Shante

Demographic Overview

Rockway Elementary School serves 404 students, Hispanic 96% , White 3%, Black 5%. 85% of our population is on Free/Reduced Lunch.

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

Rockway Elementary School in unity with all stakeholders empowers the students to become critical thinkers, productive citizens, and caring individuals. This mission will be accomplished by providing challenging educational experiences based on high academic standards in a nurturing environment.

b. Provide the School's Vision Statement

Rockway Elementary School is a beacon of light that guides our students to be life-long learners and active participants in creating a better future.

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.**

Rockway Elementary School supports a shared responsibility for student success through the involvement of students, staff, families, and the community. We establish a safe, supportive, respectful and productive learning environment for all students and staff by celebrating diversity as an essential asset for learning. Rockway Elementary School also services the following groups: ELL, ESE, EBD and Gifted students. There is also an EFL program and a VPK program.

Are you a Title I School?

yes

Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersession and spring recess tutorial

sessions, etc.), in accordance with the approved SIP/Title I Plan.

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

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

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

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

Phase I includes:

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

Phase I

Data Analysis

Analyze - Reflect - Identify

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

July 10 - July 19, 2019

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

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

Phase I will conclude with each school:

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

DAY ONE- Synergy Summer Institute

DATA AND SYSTEMS REVIEW

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

Data and Systems Review

1. *Using the Data Driven Dialogue Protocol, SLTs will analyze the School Culture and Academic Programs Data Maps (i.e. student level data, teacher level data, and parent level data) and discuss findings.*
2. *Within the Data and Systems Review Organizer, classify data findings into the second column titled:*

“Data Findings & Area” based on their appropriate rating (input no more than three data points for each rating):

- ***Significantly Improved Data Findings:*** *Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school's overall success.*
- ***Neutral Data Findings:*** *Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school's overall performance.*
- ***Significantly Decreased Data Findings:*** *Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.*

3. *Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled “Rationale for Selection of Data” for School Culture and Academic Programs.*
4. *Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the*

Essential Practices into the fourth column titled “Connected Essential Practices”. Input no more than three Essential Practices for each data finding.

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

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

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	According to the 2018-2019 Early Warning System Indicators Data Map, 64% strongly agree with the statement that their students are better prepared for the content they teach which is a 14% increase from the 2017-2018.	This data finding is significant because it is showing that the teachers are following the pacing guide, instruction is data driven and communication between teachers is taking place vertically and horizontally.	Communicate With Stakeholders Shared Vision/Mission Effective Use of School and District Support Personnel
	According to the 2018-2019 Early Warning System Indicators Data Map, 86% strongly agree with the statement that Annual Teacher Evaluation was used to improve teacher performance which is a 19% increase from the 2017-2018 school year.	Effective and relevant teacher evaluations is central to improving the quality of teachers and instruction. Additionally our SLT (School Leadership Team) recognized teacher leaders who shared best practices that built capacity in fellow teachers and also identified those who needed additional support.	Empower Teachers And Staff Shared Leadership Shared Vision/Mission
	According to the 2018-2019 Early Warning System Indicators Data Map, 96% strongly agree with the statement that children attending my school receive a good education, compared to 94% who strongly agreed the previous school year which is a 2% increase.	Staff at our school focus on teaching with purpose and instruction is data driven contributing to an increase in commitment to students.	Celebrate Successes Communicate With Stakeholders Shared Vision/Mission

Essential Practice for Significantly Improved Data Findings (Sustained)

Shared Vision/Mission

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	According to the 2018-2019 Early Warning System Indicators Data Map, 91% agreed with the statement, as compared to 2017-2018, 87% of students felt "adults at my school help when I need it", agreed with the statement, which is a 4% increase.	This data finding is impactful because teachers and staff members are continually working efficiently toward the school's vision and mission.	Shared Vision/Mission Effective Use of School and District Support Personnel Mentorship Programs
	According to the 2018-2019 Early Warning System Indicators Data Map, 96% of students felt that their "teachers know a lot about the subject they are teaching", as compared to 2017-2018 which remained 96%.	Teachers continue to focus on their professional growth through District and In-house Professional Developments.	Empower Teachers And Staff Mentorship Programs Team Building Activities
	According to the 2018-2019 Early Warning System Indicators Data Map, 94% of students "felt the teachers let them know how they are doing on their school work", in comparison to 93% from the previous year, which is a 1% increase.	Through monitoring data and data chats students are informed of their progress, successes and areas that need improvement.	Celebrate Successes Communicate With Stakeholders Rewards/Incentives

Essential Practice for Neutral Data Findings (Secondary)

Communicate With Stakeholders

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	According to the 2018-2019 Early Warning System Indicators Data Map, 52% of our students are absent 0-5 days, when compared to the district only 46% of students are absent 0-5, which is a 6% difference.	Attendance has been stagnate and there is improvement needed. The counselor, teachers and administration will create additional incentives to increase attendance and continuing the district's iAttend Plan.	Response to Early Warning Systems (EWS) Communicate With Stakeholders Rewards/Incentives
	According to the 2018-2019 Early Warning System Indicators Data Map,	This data finding is lack of vertical planning from first to Second grade	Effective Use of School and District

	<p>of the same group of students, 22 students, in grades K-2 failed ELA courses compared to 5 students who failed the previous school year, which is a increase of 18%.</p>	<p>and Kindergarten to First grade. It also shows that there needs to be a focus on the MTSS process to ensure students are receiving appropriate interventions.</p>	<p>Support Personnel Communicate With Stakeholders other MTSS Process</p>
	<p>According to the 2018-2019 Early Warning System Indicators Data Map, 9% of students failed ELA courses, compared to other Tier 1 ELA courses at Tier 1 schools with only 7% failing ELA courses, which is a 2% difference.</p>	<p>This data finding is significant because our school should have the same or less students failing ELA courses when compared to other Tier 1 schools.</p>	<p>Response to Early Warning Systems (EWS) Elective/Academies Effective Use of School and District Support Personnel</p>

Essential Practice for Significantly Decreased Data Findings (Primary)

Effective Use of School and District Support Personnel

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

<p>Data Rating</p>	<p>Data Findings & Area</p> <p>Be specific in defining each data element below.</p>	<p>Rationale for Selection of Data</p> <p>Why was this data finding selected as being most impactful?</p>	<p>Connected Essential Practices</p> <p>Which Essential Practice(s) contributed most to the data findings?</p>
<p>Significantly Improved Data Findings</p>	<p>In 2018-2019 Science Achievement in 5th grade increased to 70% as compared to 63% in 2017-2018, which is a 9% increase.</p>	<p>Science increased due to the effective use of the Science Framework, THE utilization of J and J Boot Camp as a supplemental resource as well as science intervention for selected students.</p>	<p>Data-Driven Decision Making Instructional Support/Coaching Corrective Feedback for Students</p>
	<p>In 2018-2019 Math Proficiency in 5th grade increased to 71% as compared to 64% in 2017-2018, which is 7% increase.</p>	<p>Student Data was closely monitored by teachers during collaborative planning and instruction was adjusted as necessary for remediation and enrichment as needed.</p>	<p>Data-Driven Instruction Effective Curriculum and Resource Utilization Extended Learning Opportunities</p>

	In 2018-2019 Math Learning Gains in 4th grade increased to 78% as compared to 39% in 2017-2018, which is 39% increase.	Student Data was monitored and teachers targeted specific students to provide mathematics intervention and remediation, as needed.	Interventions/RtI Checks for Understanding Data-Driven Instruction
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Essential Practice for Significantly Improved Data Findings (Sustained)

Data-Driven Decision Making

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	Overall ELA Achievement and Proficiency levels have remained a neutral data finding at 61% in 2018-2019 with a slight difference of 59% in 2017-2018, which is a 2% increase.	ELA Achievement remained as a neutral data finding due to administrative data chats with individual teachers and ongoing professional development provided onsite.	Vertical Planning Data-Driven Instruction Job-embedded Professional Development
	Overall 4th grade Math Proficiency remained a neutral data finding at 71% in 2018-2019 when compared to 71% in 2017-2018, which remained the same.	Math 4th grade Achievement remained as a neutral data finding due to administrative data chats with individual teachers and ongoing professional development provided onsite.	Vertical Planning Data-Driven Decision Making Job-embedded Professional Development
	Overall 3rd grade ELA Proficiency remained a neutral data finding at 63% in 2018-2019 when compared to 63% in 2017-2018, which remained the same.	ELA 3rd grade Achievement remained as a neutral data finding due to administrative data chats with individual teachers and ongoing professional development provided onsite.	Vertical Planning Data-Driven Decision Making Job-embedded Professional Development

Essential Practice for Neutral Data Findings (Secondary)

Vertical Planning

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	In 2018-2019 5th grade Mathematics lowest 25% decreased to 33% from 63% in 2017-2018 which is a decrease of 30%.	Teachers collaborated in planning for whole group instruction, however there was limited time to plan for small group instruction. Therefore, limited the planning to target interventions for students in Mathematics lowest 25%.	Interventions/RtI Gradual Release of Responsibilities Model (GRRM) Data-Driven Instruction
	In 2018-2019 5th grade Mathematics Learning Gains decreased to 60% from 72% in 2017-2018, which is a decrease of 12%.	Teachers collaborated in planning for whole group instruction, however there was limited time to plan for small group instruction. Therefore, limited the planning to target remediation for students needing learning gains.	Differentiated Instruction Checks for Understanding Ongoing Progress Monitoring
	In 2018-2019 5th grade ELA lowest 25% decreased to 50% from 58% in 2017-2018, which is a decrease of 8%.	Teachers collaborated in planning for whole group instruction, however there was limited time to readjust intervention. Therefore, limited the planning to target interventions for students in ELA lowest 25%.	Interventions/RtI Checks for Understanding Data-Driven Instruction

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

Shared Vision/Mission

Primary Essential Practice

Effective Use of School and District Support Personnel

Secondary Essential Practice

Communicate With Stakeholders

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Decision Making

Primary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

Secondary Essential Practice

Vertical Planning

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.

Currently our Commitment to Student is at a Level 3. The School Leadership Team continues to stand behind transformative decisions and policies that benefit students.

As evidenced by:

Continuing to monitor students' progress and creating a rigorous and engaging environment through the STEAM initiative while continuous review of data putting the students' learning at the center of all decisions.

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

The school's leadership team will continue providing professional development that is centered around maintaining a rigorous learning environment. Data chats will continue to occur to monitor students'

Competency 2: Focusing on Sustainable Results

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

The School's Leadership Team revisits best practices in sustained areas and grade levels that have shown sustained/ and or increases.

As evidenced by:

During professional development onsite and in collaborative planning , teachers will share best practices that were shown to increase or sustain data.

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

The School's Leadership Team will continue monitoring data of individual teachers that have contributed to sustainable results and use those teachers as leaders to support others throughout the School Improvement Process. These individual teachers will become teacher leaders and share best practices with others to not only sustain results but to also improve other teacher's results.

Competency 3: Developing Others

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

The School's Leadership Team developed teachers by allowing platforms for teachers to share best practices and have leadership opportunities.

As evidenced by:

This is evidenced by providing monthly in house Professional Developments to teachers as well as allowing teachers to attend District Professional Developments.

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

The School's Leadership Team realizes that teachers and staff members appreciate being supported by their own professional community. When informative feedback is provided, it provides teachers with clear expectations, however with an emphasis on the support that will be provided to ensure individual success.

Competency 4: Engages the Team

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

The School's Leadership Team engages our team by creating a variety of committees that include staff members from different grade levels and departments so everyone can have an opportunity to be involved.

As evidenced by:

Varied committees are offered and many opportunities of given for teacher leaders to be chairs and co-chairs of committees.

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

The School's Leadership Team will use this competency to continue to provide an environment that is not exclusive. It is a priority to include all stakeholders to the vision and mission of our school, so that it is aligned to the success of our students. In return, all stakeholders will understand their roles in this process and how it is a collaborative effort.

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

Shared Vision/Mission

Priority Actions for the Sustained Essential Practice

The school will continue to revisit our shared vision and mission to all stakeholders through faculty meetings, PTA meetings, EESAC and all other school events.

Primary Essential Practice

Effective Use of School and District Support Personnel

Priority Actions for the Primary Essential Practice

We will continue to receive support from the district and empower teachers and staff to become leaders to better serve our school.

Secondary Essential Practice

Communicate With Stakeholders

Priority Actions to Enhance the Secondary Essential Practice

The school will continue to have open communication with all stakeholders in all directions to disseminate data. These data chats will take place between administration, leadership team, teachers, students and parents.

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Decision Making

Priority Actions for the Sustained Essential Practice

The school will continue to use collaborative planning effectively to ensure best practices are shared between teachers across grade levels.

Primary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

Priority Actions for the Primary Essential Practice

The school will continue to plan and monitor the effectiveness of gradual release of responsibility.

Secondary Essential Practice

Vertical Planning

Priority Actions to Enhance the Secondary Essential Practice

The school will continue to plan and monitor the effectiveness of gradual release of responsibility.

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**

If we successfully continue to share and revisit our school's shared vision and mission, effectively use school and district support personnel, and communicate with all stakeholders; teachers will continue to have meaningful collaborative planning sessions and attend professional developments that will result in improved teacher performance. Additionally, staff members will help create an environment where all our students are motivated to come to school.

ACADEMIC PROGRAMS**OUTCOME STATEMENT****Academic Programs**

If we successfully implement ongoing data chats, allow teachers to collaborate and adjust instructions based on data, and provide teachers and students additional time for remediation on skills students are not mastering, then as a result we should see an increase.

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

<p>Opening of School Date</p> <p>(08/15/19) AM-PM</p>	<p>Phase I Topic</p> <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> • <i>Primary & Secondary Essential Practice Selections</i> • <i>Priority Actions</i> • <i>Outcome Statements</i> 	<p style="text-align: center;">Process Description</p> <p style="text-align: center;">What process/protocol will be used to share the topic and garner feedback from all stakeholders?</p>	<p style="text-align: center;">Activity Lead</p> <p style="text-align: center;">Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</p>
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9:00-10:30	Data and Early Warning System Review	Participants engaged in hands on activities, and reflections that were shared throughout the presentation.	Ms. Grisales, Teacher Leader Ms. Mitha, Teacher Leader Ms. Tables, Teacher Leader
10:30-11:30	Primary Essential Practice: School Culture and the Opportunity Myth	Participants engaged in hands on activities, videos, and PowerPoint presentation reflections that were shared throughout the presentation.	Ms. Grisales, Teacher Leader Ms. Mitha, Teacher Leader Ms. Tables, Teacher Leader
12:30-1:30	Multi-Tired Systems	Participants engaged in hands on activities, handouts, and PowerPoint presentation reflections that were shared throughout the presentation.	Ms. Thompson, Assistant Principal Ms. Grisales, Teacher Leader Ms. Mitha, Teacher Leader Ms. Tables, Teacher Leader
1:30-2:00	Multi-Tired Systems Continued	Participants engaged in hands on activities, handouts, and PowerPoint presentation reflections that were shared throughout the presentation.	Ms. Thompson, Assistant Principal Ms. Grisales, Teacher Leader Ms. Mitha, Teacher Leader Ms. Tables, Teacher Leader

Phase II

Action Planning

Consensus – Define – Implement

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

Phase II Development & Stakeholder Engagement

August 14 – August 30, 2019

- *Provide Opening of Schools Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan*
- *Develop School Culture and Academic Programs Implementation Steps*
- *Participate with the School Leadership Team in a Region Review Process*
- *Meet with the EESAC to review and approve Phase I & II of the School Improvement Process*
- *Title I Schools will upload their 2019-2020 Title I – Parent and Family Engagement Plan (PFEP)*

Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 30, 2019.

Implementation Steps Requirements:

- *Align to the school's Outcome Statement, Essential Practices and Priority Actions*
- *Provide specific implementation dates*
- *Describe the specific action or activity that will take place*
- *Include the name(s) and position(s) of the person(s) responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- *Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring*

Quarter 1 Implementation

September 3 – October 18, 2019

- *Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*
- *Conduct an Instructional Review to gather qualitative data that will inform the Quarter 1 Systems Review*

During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal instructional review that will inform their Systems Review and Data Reflection.

Every Student Succeeds Act (ESSA) Data Incorporation - **NEW!**

In Phase II you will be asked to identify any subgroup(s) that fell below the 41% threshold according to the Federal Index (link below). If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in the Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. In addition to the data provided on the revised 2019 Data Map, the school's entire ESSA Report Card may be viewed by using this link to the EduData site (edudata.fldoe.org) in order to assist in the identification of those target subgroup(s).

[Federal Index and ESSA Support Categories](#)

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

Quarter 1 Systems Review & Data Reflection

October 21 – November 1, 2019

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

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

Quarter 2 Implementation

November 5 – December 20, 2019

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

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

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

School Culture Outcome Statement

If we successfully continue to share and revisit our school's shared vision and mission, effectively use school and district support personnel, and communicate with all stakeholders; teachers will continue to have meaningful collaborative planning sessions and attend professional developments that will result in improved teacher performance. Additionally, staff members will help create an environment where all our students are motivated to come to school.

Sustained Essential Practice

Shared Vision/Mission

Priority Actions for the Sustained Essential Practice

The school will continue to revisit our shared vision and mission to all stakeholders through faculty meetings, PTA meetings, EESAC and all other school events.

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	When drafting agendas administration will ensure that School Improvement Process is documented which will include our vision and mission of academic and school culture.	Julissa Pina, Principal Shante Thompson, Assistant Principal	EESAC, Faculty and PTA agendas	This will be monitored by Shante Thompson and filed for school improvement purposes in the assistant principal's office.
Start: Tue, Sept	The Synergy Team will	Julissa Pina, Principal	Collaborative	This will be

3 End: Fri, Oct 18	continue to share best practices and collaborative activities with staff at horizontal and vertical planning sessions.	Shante Thompson, Assistant Principal Sharika Mitha-Ochoa, Teacher Leader Cristina Grisales, Teacher Leader Danielle Tables, Teacher Leader	planning meeting notes, PowerPoints in addition to posted on MyLearning Plan as additional PD opportunity.	monitored by Shante Thompson and filed for school improvement purposes in the assistant principal's office.
Start: Tue, Sept 3 End: Fri, Oct 18	The Synergy Team will share the Opportunity Myth video.	Sharika Mitha-Ochoa, Teacher Leader Cristina Grisales, Teacher Leader Danielle Tables, Teacher Leader	Faculty Meeting	This will be monitored by Shante Thompson and Julissa Pina as documented on faculty meeting agenda.
Start: Tue, Sept 3 End: Fri, Oct 18	The Synergy Team will create a process teachers can request additional support throughout the school year.	Sharika Mitha-Ochoa, Teacher Leader Cristina Grisales, Teacher Leader Danielle Tables, Teacher Leader	As evidence by a form created to request an expert.	This will be monitored by Cristina Grisales who will support the Synergy Team with creating and implementing the process.

Primary Essential Practice

Effective Use of School and District Support Personnel

Priority Actions for the Primary Essential Practice

We will continue to receive support from the district and empower teachers and staff to become leaders to better serve our 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	District support will be used to target individual areas and or teachers in need of improvement and support.	Cristina Grisales, Reading Liaison Mabel Jimenez, Science Liaison Angela Guerra, Math Liaison Susana Interian, School Counselor	Documented support schedule and support provided through the format, "Request and Expert."	This will be monitored by Shante Thompson and filed for school improvement purposes in the assistant principal's office.
Start: Tue, Sept	The school will	Cristina Grisales, Reading	Documented	This will be

3 End: Fri, Oct 18	continue to contact and arrange support with District Personnel	Liaison Mabel Jimenez, Science Liaison The school will continue to contact and arrange support with District Personnel Susana Interian, School Counselor	support schedule and support provided through the format, "Request and Expert."	monitored by Shante Thompson and filed for school improvement purposes in the assistant principal's office.
Start: Tue, Sept 3 End: Fri, Oct 18	Teachers will be sent to professional development provided by the district.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Teachers will sign up and receive master plan points on MyLearning Plan and submit to administration.	This will be monitored by Shante Thompson and filed for school improvement purposes in the assistant principal's office.
Start: Tue, Sept 3 End: Wed, Sept 18	A log will be kept of teacher leaders who provided support to colleagues through the request an expert format.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Log of request from teachers and of the teacher leaders providing support will be maintained.	Cristina Grisales will file and maintain logs as the Professional Development Liaison.

Secondary Essential Practice

Communicate With Stakeholders

Priority Actions for the Secondary Essential Practice

The school will continue to have open communication with all stakeholders in all directions to disseminate data. These data chats will take place between administration, leadership team, teachers, students and parents.

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	Administration and Leadership Team will meet monthly to review data findings.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Leadership Time meeting schedule, agenda and minutes	This will be monitored by Shante Thompson and filed for school improvement purposes in the assistant principal's office.
Start: Tue, Sept 3 End: Fri, Oct 18	Initial Data will be shared with teachers and staff at the opening of school to ensure the acceleration on instruction and differentiated instruction.	Shante Thompson, Assistant Principal	As evidenced through emails and agendas as well as AP3 iReady Data, SAT, FSA and FCAT Science provided to teachers and collected in data binders.	This will be monitored by Shante Thompson and filed for school improvement purposes in the

				assistant principal's office.
Start: Tue, Sept 3 End: Fri, Oct 18	Conduct data chats with teachers to review previous data and iReady API results to continue differentiated instruction.	Julissa Pina, Principal Shante Thompson, Assistant Principal	As evidence through data chat schedule, and data chat protocols.	This will be monitored by Shante Thompson and filed for school improvement purposes in the assistant principal's office.
Start: Tue, Sept 3 End: Fri, Oct 18	Identify lowest 25% and points needed to make learning gains in ELA and Math with teachers.	Shante Thompson, Assistant Principal	As evidence through data reports emailed and shared at faculty meeting.	This will be monitored by Shante Thompson and filed for school improvement purposes in the assistant principal's office.

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

Academic Programs Outcome Statement

If we successfully implement ongoing data chats, allow teachers to collaborate and adjust instructions based on data, and provide teachers and students additional time for remediation on skills students are not mastering, then as a result we should see an increase.

Sustained Essential Practice

Data-Driven Decision Making

Priority Actions for the Sustained Essential Practice

The school will continue to use collaborative planning effectively to ensure best practices are shared between teachers across grade levels.

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	Designate time for teachers to meet collaboratively.	Julissa Pina, Principal Shante Thompson, Assistant Principal	As documented on opening of school scheduled dates to collaborate, meeting minutes and agendas.	Shante Thompson, Assistant Principal will maintain minutes in a file in the assistant principal's office.
Start: Tue, Sept	Meetings will be posted on	Cristina	As documented and	Cristina Grisales, PD

3 End: Fri, Oct 18	MyLearning Plan for master planning points.	Grisales, Professional Development Liaison	posted on MyLearning Plan and Sign in sheets.	Liaison will maintain follow-up assignments and sign in sheets from meetings.
Start: Tue, Sept 3 End: Fri, Oct 18	Collaborative planning norms and protocols will be established to include data making decisions.	Julissa Pina, Principal Shante Thompson, Assistant Principal	As documented by norms and protocols that are created by administration.	Shante Thompson, Assistant Principal will maintain minutes in a file in the assistant principal's office.
Start: Tue, Sept 3 End: Fri, Oct 18	Create a list of students in the lowest 25% and learning gains needed to increase in ELA and Math and provide to teachers.	Julissa Pina, Principal Shante Thompson, Assistant Principal	As documented on data charts shared with teachers in ELA and Math.	Shante Thompson, Assistant Principal and Julissa Pina will maintain data charts in a file in the assistant principal's office.

Primary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

Priority Actions for the Primary Essential Practice

The school will continue to plan and monitor the effectiveness of gradual release of responsibility.

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	Planning meetings will include preparing for the gradual release of responsibility.	Alina Valdes, Grade Level Chair Adrianna Valdes, Grade Level Chair Doug Mejia, Grade Level Chair Angela Guerra, Grade Level Chair J. Mejia, Grade Level Chair	As evidence on planning document as well as on targeted teachers lesson plans.	Shante Thompson, Assistant Principal will maintain minutes in a file in the assistant principal's office.
Start: Tue, Sept 3 End: Fri, Oct 18	Administration will observe teachers with a focus on identifying the GRRM in the course of instruction.	Julissa Pina, Principal Shante Thompson, Assistant Principal	As evidence on walkthroughs documents identifying GRRM and teacher feedback documents.	Julissa Pina, Principal, Shante Thompson, Assistant Principal will monitor through formal and informal observations.
Start: Tue, Sept 3 End: Fri, Oct 18	Lessons will be created by teachers including the GRRM.	Alina Valdes, Grade Level Chair Adrianna Valdes, Grade Level Chair Doug Mejia, Grade Level Chair Angela Guerra, Grade Level Chair	As evidence through journals and student work.	Julissa Pina, Principal, Shante Thompson, Assistant Principal will monitor

		Guerra, Grade Level Chair J. Mejia, Grade Level Chair		through formal and informal observations.
Start: Tue, Sept 3 End: Fri, Oct 18	Professional Development will be provided on the gradual release of responsibility model.	Julissa Pina, Principal Shante Thompson, Assistant Principal Cristina Grisales, PD Liaison	As evidence on agenda and sign in sheet.	Cristina Grisales, the Professional Development Liaison will contact district to provide PD.

ESSA Reflection - NEW!

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

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

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

Students with Disabilities

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

Rockway Elementary will shift services from resource to co-teach in 4th and 5th grade reading and math to provide students the opportunity to be included in whole-group grade level appropriate instruction. SPED teachers will attend grade level meetings weekly to meet with general education teachers to streamline instruction using the gradual release of responsibility strategy to improve instructional delivery . By using this strategy teachers will scaffold content, so that it becomes accessible to learners. As a result, students will make the necessary learning gains.

Secondary Essential Practice

Vertical Planning

Priority Actions for the Secondary Essential Practice

The school will continue to plan and monitor the effectiveness of gradual release of responsibility.

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	SPED teachers will use the Gradual Release of Responsibility	Ana Maravilla, SPED Teacher Laura Perez, SPED Teacher Ivonne Estevez, SPED Teacher	Administration will provide training and support. The GRRM will be	Shante Thompson, Assistant Principal will maintain minutes in a file in the

	when planning for instruction.		documented on lesson plans.	assistant principal's office.
Start: Tue, Sept 3 End: Fri, Oct 18	Professional Development will be provided on the gradual release of responsibility model.	Julissa Pina, Principal Shante Thompson, Assistant Principal Cristina Grisales, PD Liaison	As evidence on agenda and sign in sheet.	Cristina Grisales, the Professional Development Liaison will contact district to provide PD.
Start: Tue, Sept 3 End: Fri, Oct 18	Administration will observe teachers with a focus on identifying the GRRM in the course of instruction.	Julissa Pina, Principal Shante Thompson, Assistant Principal	As evidence on walkthrough documents identifying GRRM and teacher feedback documents.	Julissa Pina, Principal, Shante Thompson, Assistant Principal will monitor through formal and informal observations.
Start: Tue, Sept 3 End: Fri, Oct 18	Planning meetings will include preparing for the gradual release of responsibility.	Alina Valdes, Grade Level Chair Adrianna Valdes, Grade Level Chair Doug Mejia, Grade Level Chair Angela Guerra, Grade Level Chair J. Mejia, Grade Level Chair	As evidence on planning document as well as on targeted teachers lesson plans.	Shante Thompson, Assistant Principal will maintain minutes in a file in the assistant principal's office.

Parent Family Engagement Plan (PFEP)

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

School Culture Outcome Statement

If we successfully continue to share and revisit our school's shared vision and mission, effectively use school and district support personnel, and communicate with all stakeholders; teachers will continue to have meaningful collaborative planning sessions and attend professional developments that will result in improved teacher performance. Additionally, staff members will help create an environment where all our students are motivated to come to school.

Sustained Essential Practice

Shared Vision/Mission

Priority Actions for the Sustained Essential Practice

The school will continue to revisit our shared vision and mission to all stakeholders through faculty meetings, PTA meetings, EESAC and all other school events.

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

			demonstrate the Implementation Step was successfully executed?)	
Start: Mon, Nov 4 End: Fri, Dec 20	Rockway Elementary School will participate in a book study of the Growth Mindset Coach by Annie Brock and Heather Hundley. The book study will take place during faculty meetings. Staff will review findings with appointed teacher leader.	Julissa Pina, Principal Laura Perez, Teacher Leader	Agendas and sign in sheets from monthly meetings, and summary of chapters provided by Ms. Perez	Julissa Pina, Principal will meet and outline expectations with teacher leader, designate time and file agendas, sign in sheets and monthly activities in principal's office.
Start: Mon, Nov 4 End: Fri, Dec 20	The Synergy Team will continue to share best practices and collaborative activities with staff during horizontal and vertical planning sessions.	Julissa Pina, Principal Shante Thompson, Assistant Principal Sharika Mitha-Ochoa, Teacher Leader Cristina Grisales, Teacher Leader Danielle Tables, Teacher Leader	Collaborative planning meeting notes, PowerPoints in addition to posted on MyLearning Plan as additional professional development opportunity.	This will be monitored by Shante Thompson, Assistant Principal and filed for school improvement purposes in the assistant principal's office.
Start: Mon, Nov 4 End: Fri, Dec 20	The Synergy Team will monitor the effectiveness of this process, teachers requesting an expert during collaborative planning.	Julissa Pina, Principal Shante Thompson, Assistant Principal Sharika Mitha-Ochoa, Teacher Leader Cristina Grisales, Teacher Leader Danielle Tables, Teacher Leader	As evidence by form created to request an expert.	This will be monitored by Cristina Grisales who will support the Synergy Team with creating and implementing the process.
Start: Mon, Nov 4 End: Fri, Dec 20	The Leadership Team will meet monthly to continue to share teacher feedback from planning sessions with administration.	Ms. A. Valdes, Kindergarten Chair Ms. Navarro, 1st Grade Chair Ms. A. Valdes, 2nd Grade Chair Ms. D. Mejia, 3rd Grade Chair Ms. Guerra, 4th Grade Chair Ms. J. Mejia, 5th Grade Chair	Agendas and sign in sheets from monthly meetings, and minutes reflected.	Julissa Pina, Principal will share expectations with grade level chairs, designate time and file agendas, sign in sheets and monthly activities in principal's office.

Primary Essential Practice

Effective Use of School and District Support Personnel

Priority Actions for the Primary Essential Practice

We will continue to receive support from the district and empower teachers and staff to become leaders to better serve our 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: Mon, Nov 4 End: Fri, Dec 20	ELL support provided by the district will be used to target individual classes with ELLs in first and second grade. Support will include the following: using appropriate resources and data to modify and accommodate instruction for ELLs.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Documented support schedules	This will be monitored by Shante Thompson, Assistant Principal and filed for school improvement purposes in the Assistant Principal's office.
Start: Mon, Nov 4 End: Fri, Dec 20	Rockway Elementary will arrange district support for teachers in K-5 in the area of Math.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Documented support schedules	This will be monitored by Shante Thompson, Assistant Principal and filed for school improvement purposes in the Assistant Principal's office.
Start: Mon, Nov 4 End: Fri, Dec 20	Teachers will be advised to attend district provided professional development and share best practices at monthly faculty meetings,	Julissa Pina, Principal Shante Thompson, Assistant Principal	Documented professional development registration and notes from meetings.	This will be monitored by Shante Thompson, Assistant Principal and filed for school improvement purposes in the Assistant Principal's office.
Start: Mon, Nov 4 End: Fri, Dec 20	A log will be maintained for teachers requesting an expert from colleagues through the "Request an Expert" format offered onsite.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Documented support schedules	This will be monitored by Shante Thompson, Assistant Principal and filed for school improvement purposes in the Assistant Principal's office.

Secondary Essential Practice

Communicate With Stakeholders

Priority Actions for the Secondary Essential Practice

The school will continue to have open communication with all stakeholders in all directions to disseminate data. These data chats will take place between administration, leadership team, teachers, students and parents.

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: Mon, Nov 4 End: Fri, Dec 20	Administration and Leadership Team will continue to meet monthly to review and share data findings revealed through iReady and Performance Matters.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Leadership Team meetings schedule, agenda and minutes.	Julissa Pina, Principal will meet and outline expectations with teacher leaders, designate time and file agendas, sign in sheets and monthly activities in principal's office.
Start: Mon, Nov 4 End: Fri, Dec 20	Administration will conduct data chats with teachers to review topic assessments to make adjustments to differentiated instruction in Math.	Julissa Pina, Principal Shante Thompson, Assistant Principal	As evidence through data chat schedule and data chats protocols.	Julissa Pina, Principal will meet and outline expectations with teacher leaders, designate time and file agendas, sign in sheets and monthly activities in principal's office.
Start: Mon, Nov 4 End: Fri, Dec 20	Administration will conduct data chats with teachers to review biweekly assessments to make adjustments to differentiated instruction in Reading	Julissa Pina, Principal Shante Thompson, Assistant Principal	As evidence through data chat schedule and data chats protocols.	Julissa Pina, Principal will meet and outline expectations with teacher leaders, designate time and file agendas, sign in sheets and monthly activities in principal's office.
Start: Mon, Nov 4 End: Fri, Dec 20	Administration will conduct data chats with teachers to review topic assessments to make adjustments to differentiated instruction in Science.	Julissa Pina, Principal Shante Thompson, Assistant Principal	As evidence through data chat schedule and data chats protocols.	Julissa Pina, Principal will meet and outline expectations with teacher leaders, designate time and file agendas, sign in sheets and monthly activities in principal's office.

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

Academic Programs Outcome Statement

If we successfully implement ongoing data chats, allow teachers to collaborate and adjust instructions based on data, and provide teachers and students additional time for remediation on skills students are not mastering, then as a result we should see an increase.

Sustained Essential Practice

Data-Driven Decision Making

Priority Actions for the Sustained Essential Practice

The school will continue to use collaborative planning effectively to ensure best practices are shared between teachers across grade levels.

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: Mon, Nov 4 End: Fri, Dec 20	Administration will meet with teachers who have L25 in Reading and Math.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Agenda and sign in sheet	Shante Thompson, Principal will meet and outline expectations with teacher leaders, designate time and file agendas, sign in sheets and monthly activities in principal's office.
Start: Mon, Nov 4 End: Fri, Dec 20	Create outlined resources that will be used to remediate skills that students are working below mastery according to biweekly and topic assessments.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Agenda and sign in sheet	Shante Thompson, Principal will meet and outline resources with teachers, designate time and file agendas, sign in sheets and monthly activities in principal's office.
Start: Mon, Nov 4 End: Fri, Dec 20	Outline framework and designated time students will work on below mastery standards according to biweekly and topic assessments.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Agenda and sign in sheet, Math Framework of Instruction provided by district	Shante Thompson, Principal will meet and outline framework with teachers, designate time and file agendas, sign in sheets and monthly activities in principal's office.
Start: Mon, Nov 4 End: Fri, Dec 20	Create instructional focus calendar for students in the lowest 25 for Title III tutoring.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Instructional Focus Calendar for lowest 25	Shante Thompson, Assistant Principal and Sharika Mitha-Ochoa, Teacher Leader will monitor IFC and maintain file in Assistant Principal's office monthly.

Primary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

Priority Actions for the Primary Essential Practice

The school will continue to plan and monitor the effectiveness of gradual release of responsibility.

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: Mon, Nov 4 End: Fri, Dec 20	Planning meetings will include preparing for the gradual release of responsibility.	Alina Valdes, Grade Level Chair Adrianna Valdes, Grade Level Chair Doug Mejia, Grade Level Chair Angela Guerra, Grade Level Chair J. Mejia, Grade Level Chair	As evidence on planning document as well as on targeted teachers lesson plans.	Shante Thompson, Assistant Principal will maintain minutes in a file in the assistant principal's office.
Start: Mon, Nov 4 End: Fri, Dec 20	Administration will observe teachers with a focus on identifying the GRRM in the course of instruction.	Julissa Pina, Principal Shante Thompson, Assistant Principal	As evidence on walkthrough documents identifying GRRM and teacher feedback documents.	Julissa Pina, Principal, Shante Thompson, Assistant Principal will monitor through formal and informal observations.
Start: Mon, Nov 4 End: Fri, Dec 20	Lessons will be created by teachers including the GRRM.	Alina Valdes, Grade Level Chair Adrianna Valdes, Grade Level Chair Doug Mejia, Grade Level Chair Angela Guerra, Grade Level Chair J. Mejia, Grade Level Chair	As evidence through journals and student work.	Julissa Pina, Principal, Shante Thompson, Assistant Principal will monitor through formal and informal observations.
Start: Mon, Nov 4 End: Fri, Dec 20	Professional Development will be provided on the gradual release of responsibility model.	Julissa Pina, Principal Shante Thompson, Assistant Principal Cristina Grisales, PD Liaison	As evidence on agenda and sign in sheet.	Cristina Grisales, the Professional Development Liaison will contact district to provide PD.

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

Vertical Planning

Priority Actions for the Secondary Essential Practice

The school will continue to plan and monitor the effectiveness of gradual release of responsibility.

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: Mon, Nov 4 End: Fri, Dec 20	SPED teachers will use the Gradual Release of Responsibility when planning for instruction.	Ana Maravilla, SPED Teacher Laura Perez, SPED Teacher Ivonne Estevez, SPED Teacher	Administration will provide training and support. The GRRM will be documented on lesson plans.	Shante Thompson, Assistant Principal will maintain minutes in a file in the assistant principal's office.
Start: Mon, Nov 4 End: Fri, Dec 20	Professional Development will be provided on the gradual release of responsibility model.	Julissa Pina, Principal Shante Thompson, Assistant Principal Cristina Grisales, PD Liaison	As documented and posted on MyLearning Plan and Sign in sheets.	Cristina Grisales, the Professional Development Liaison will contact district to provide PD.
Start: Mon, Nov 4 End: Fri, Dec 20	Administration will observe teachers with a focus on identifying the	Julissa Pina, Principal Shante Thompson, Assistant Principal	As documented by norms and protocols that are created by administration.	Julissa Pina, Principal, Shante Thompson, Assistant Principal will monitor through formal and

	GRRM in the course of instruction.			informal observations.
Start: Mon, Nov 4 End: Fri, Dec 20	Planning meetings will include preparing for the gradual release of responsibility.	Alina Valdes, Grade Level Chair Adrianna Valdes, Grade Level Chair Doug Mejia, Grade Level Chair Angela Guerra, Grade Level Chair J. Mejia, Grade Level Chair	As documented on data charts shared with teachers in ELA and Math.	Shante Thompson, Assistant Principal will maintain minutes in a file in the assistant principal's office.

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 Leadership Team analyzed data and identified trends . Teachers analyzed data at our monthly faculty meeting and provided feedback of those trends to compare and contrast if our school was making gains outlined in our school improvement plan.

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

The most encouraging data findings in the area of school culture were the referrals have decreased. Students response indicated that most student were happy and challenged at school. In addition to describing their teachers as honest, caring fun and active. The area most concerning was the percentage of students absent in the range of 6-10 days. It is estimated to be 80 students missing one to two weeks of school. However, Rockway Elementary School is trending above the district percentage.

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 grade level that were most in encouraging was both third and fourth grade in reading, as we are trending above, when comparing to 2018-2019 AP2 iReady ELA data. In addition to the L25 group in both 3rd and 4th grade students trending at 65% and higher predicted to meet their stretch target, which implies those groups will make learning gains by the end of the year. Areas of concerns are third Grade Math comparing 2018-2019

second assessment period (AP2) revealed we are trending 15 percentage points lower when comparing 2019-2020 AP2 data third grade math. In addition only eight fifth grade students in the reading L25 are projected to meet their stretch lexile growth by the end of the year.

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

The pattern that was discovered is in 3rd Grade Math comparing 2018-2019 second assessment period (AP2) revealed we are trending 15 percentage points lower when comparing 2019-2020 AP2 data third grade math. In addition only eight fifth grade students in the reading L25 are projected to meet their stretch lexile growth by the end of the year. In ELA iReady proficient students increased by 19%, however in math the increase was 7%. In iReady Math Rockway Elementary is trending below the district with the exception of 2nd grade math. iReady Reading in 2nd grade is the only grade level testing above the district's average.

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

The pattern that was discovered is in the L25 in 5th grade reading, 8 out of 18 students are meeting their stretch growth target according to the results from the iReady second assessment period (AP2). The data from that particular subgroups shows no progression in meeting their learning gains. L25 in ELA needs a growth of 6 percentage points to meet our 2020 goal and in Math 7 percentage points to meet our goal.

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.

Our school systems in place provided triangular feedback to effectively communicate with teachers and parents. Examples are as follows: collaborative planning meetings conducted monthly for master plan plan points. Request an expert, where three district support personnel presented to teachers in the area of ESOL, Performance Matters and iReady. As well as Student of the Month, allowing parents to attend onsite celebrations where school is able to update.

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.

It was found that in this area we were successful with how both students and teachers ranked our school.

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.

ELL support personnel facilitated meetings and provided support to primary teachers with best practices and resources, which has proven been to be effective. Students in K-5 showed an increase in students scoring in the red on iReady reading to yellow or green. Additionally, teachers who attended district monthly meetings data indicated that those classes were slated to meet their annual growth targets by the end of year, according to iReady reading data. In conclusion, conducting data chat meetings with teachers and students has proven to be effective in revisiting ineffective best practices and making adjustments.

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.

Unfortunately in the area of math (K-5) teachers were not provided with math support as noted in phase two, hence showing a decrease in the area of math on the second assessment period of iReady.

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

No

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

N/A

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

School Leadership Core Competencies

Competency 1: Commitment to Students

The school's leadership team will continue providing professional development that is centered around maintaining a rigorous learning environment. Data chats will continue to occur to monitor students'

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.

We have maintained the implementation of both continued data chats and professional development. The Leadership Team has also designated additional tutorial opportunities to allow teachers additional time to intervene during and before/after school. For example, two data chats have been conducted, thus far. In addition to three onsite professional development and professional learning community in the integration of reading and math.

Competency 2: Focusing on Sustainable Results

The School's Leadership Team will continue monitoring data of individual teachers that have contributed to sustainable results and use those teachers as leaders to support others throughout the School Improvement Process. These individual teachers will become teacher leaders and share best practices with others to not only sustain results but to also improve other teacher's 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.

This is evidence through our grade level chairs conducting collaborative data chats with their grade levels. Math and Reading Liaisons lead both their perspective department content area professional development on a monthly basis based on the instructional needs of the area based on data trends identified by the leadership team

Competency 3: Developing Others

The School's Leadership Team realizes that teachers and staff members appreciate being supported by their own professional community. When informative feedback is provided, it provides teachers with clear expectations, however with an emphasis on the support that will be provided to ensure individual success.

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.

This is implemented on an ongoing basis through formal and informal walk throughs and feedback given. Through this process liaisons and grade level leaders support individual teachers with areas identified through these walk throughs and observations. This has established a collaboration between teachers who as a result feel supported by their colleagues through the learning community established onsite.

Competency 4: Engages the Team

The School's Leadership Team will use this competency to continue to provide an environment that is not exclusive. It is a priority to include all stakeholders to the vision and mission of our school, so that it is aligned to the success of our students. In return, all stakeholders will understand their roles in this process and how it is a collaborative effort.

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.

This component has been implemented through the format of the Leadership Team and EESAC, which continues to view the continuum of student needs and establish plans on an ongoing place to identify and provide support to students, through all stakeholders.

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 at faculty meetings, leadership team meetings as well as EESAC.

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

School Culture Outcome Statement

If we successfully continue to share and revisit our school's shared vision and mission, effectively use school and district support personnel, and communicate with all stakeholders; teachers will continue to have meaningful collaborative planning sessions and attend professional developments that will result in improved teacher performance. Additionally, staff members will help create an environment where all our students are motivated to come to school.

Sustained Essential Practice

Shared Vision/Mission

Priority Actions for the Sustained Essential Practice

The school will continue to revisit our shared vision and mission to all stakeholders through faculty meetings, PTA meetings, EESAC and all other school events.

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	Rockway Elementary School will continue our book study on the Growth Mindset Coach by Annie Brock and Heather Hundley. The book study will take place during	Julissa Pina, Principal Laura Perez, Teacher Leader	Agendas and sign in sheets from monthly meetings, and summary of chapters	Julissa Pina, Principal will meet and outline expectations with teacher leader, designate time and

	faculty meetings. Staff will review findings with appointed teacher leader.		provided by Ms. Perez	file agendas, sign in sheets and monthly activities in principal's office.
Start: Mon, Feb 3 End: Fri, May 1	The Synergy Team will continue to share best practices and collaborative activities with staff during horizontal and vertical planning sessions.	Julissa Pina, Principal Shante Thompson, Assistant Principal Sharika Mitha-Ochoa, Teacher Leader Cristina Grisales, Teacher Leader Danielle Tables, Teacher Leader	Collaborative planning meeting notes, PowerPoints in addition to posted on MyLearning Plan as additional professional development opportunity.	This will be monitored by Shante Thompson, Assistant Principal and filed for school improvement purposes in the assistant principal's office.
Start: Mon, Feb 3 End: Fri, May 1	The Synergy Team will continue to monitor the effectiveness of this process, teachers requesting an expert during collaborative planning.	Julissa Pina, Principal Shante Thompson, Assistant Principal Sharika Mitha-Ochoa, Teacher Leader Cristina Grisales, Teacher Leader Danielle Tables, Teacher Leader	As evidence by form created to request an expert.	This will be monitored by Cristina Grisales who will support the Synergy Team with creating and implementing the process.
Start: Mon, Feb 3 End: Fri, May 1	The Leadership Team will continue to meet monthly to continue to share teacher feedback from planning sessions with administration.	Ms. A. Valdes, Kindergarten Chair Ms. Navarro, 1st Grade Chair Ms. A. Valdes, 2nd Grade Chair Ms. D. Mejia, 3rd Grade Chair Ms. Guerra, 4th Grade Chair Ms. J. Mejia, 5th Grade Chair	Agendas and sign in sheets from monthly meetings, and minutes reflected.	Julissa Pina, Principal will share expectations with grade level chairs, designate time and file agendas, sign in sheets and monthly activities in principal's office.

Primary Essential Practice

Effective Use of School and District Support Personnel

Priority Actions for the Primary Essential Practice

We will continue to receive support from the district and empower teachers and staff to become leaders to better serve our 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	Monitoring (How and Who?)
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			successfully executed?)	
Start: Mon, Feb 3 End: Fri, May 1	ELL support provided by the district will to continue to be used to target individual classes with ELLs in first and second grade. Support will include the following: using appropriate resources and data to modify and accommodate instruction for ELLs.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Documented support schedules	This will be monitored by Shante Thompson, Assistant Principal and filed for school improvement purposes in the Assistant Principal's office.
Start: Mon, Feb 3 End: Fri, May 1	Rockway Elementary will continue to arrange district support for teachers in K-5 in the area of Math.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Documented support schedules	This will be monitored by Shante Thompson, Assistant Principal and filed for school improvement purposes in the Assistant Principal's office.
Start: Mon, Feb 3 End: Fri, May 1	Teachers will continue to be advised to attend district provided professional development and share best practices at monthly faculty meetings,	Julissa Pina, Principal Shante Thompson, Assistant Principal	Documented professional development registration and notes from meetings.	This will be monitored by Shante Thompson, Assistant Principal and filed for school improvement purposes in the Assistant Principal's office.
Start: Mon, Feb 3 End: Fri, May 1	A log will be maintained for teachers requesting an expert from colleagues through the "Request an Expert" format offered onsite will continue.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Documented support schedules	This will be monitored by Shante Thompson, Assistant Principal and filed for school improvement purposes in the Assistant Principal's office.

Secondary Essential Practice

Communicate With Stakeholders

Priority Actions for the Secondary Essential Practice

The school will continue to have open communication with all stakeholders in all directions to disseminate data. These data chats will take place between administration, leadership team, teachers, students and parents.

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	Monitoring (How and Who?)
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			Implementation Step was successfully executed?)	
Start: Mon, Feb 3 End: Fri, May 1	Administration and Leadership Team will continue to meet monthly to review and share data findings revealed through iReady and Performance Matters.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Leadership Team meetings schedule, agenda and minutes.	Julissa Pina, Principal will meet and outline expectations with teacher leaders, designate time and file agendas, sign in sheets and monthly activities in principal's office.
Start: Mon, Feb 3 End: Fri, May 1	Administration will conduct data chats with teachers to review topic assessments to make adjustments to differentiated instruction in Math.	Julissa Pina, Principal Shante Thompson, Assistant Principal	As evidence through data chat schedule and data chats protocols.	Julissa Pina, Principal will meet and outline expectations with teacher leaders, designate time and file agendas, sign in sheets and monthly activities in principal's office.
Start: Mon, Feb 3 End: Fri, May 1	Administration will conduct data chats with teachers to review biweekly assessments to make adjustments to differentiated instruction in Reading	Julissa Pina, Principal Shante Thompson, Assistant Principal	As evidence through data chat schedule and data chats protocols.	Julissa Pina, Principal will meet and outline expectations with teacher leaders, designate time and file agendas, sign in sheets and monthly activities in principal's office.
Start: Mon, Feb 3 End: Fri, May 1	Administration will conduct data chats with teachers to review topic assessments to make adjustments to differentiated instruction in Science.	Julissa Pina, Principal Shante Thompson, Assistant Principal	As evidence through data chat schedule and data chats protocols.	Julissa Pina, Principal will meet and outline expectations with teacher leaders, designate time and file agendas, sign in sheets and monthly activities in principal's office.

**Phase IV: Academic Programs
Q3 & Q4 Implementation
(February 3 – May 1, 2020)**

Academic Programs Outcome Statement

If we successfully implement ongoing data chats, allow teachers to collaborate and adjust instructions based on data, and provide teachers and students additional time for remediation on skills students are not mastering, then as a result we should see an increase.

Sustained Essential Practice

Data-Driven Decision Making

Priority Actions for the Sustained Essential Practice

The school will continue to use collaborative planning effectively to ensure best practices are shared between teachers across grade levels.

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)	Monitoring (How and who?)

			Step was successfully executed?)	
Start: Mon, Feb 3 End: Fri, May 1	Administration will continue to meet with teachers who have L25 in Reading and Math.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Agenda and sign in sheet	Shante Thompson, Principal will meet and outline expectations with teacher leaders, designate time and file agendas, sign in sheets and monthly activities in principal's office.
Start: Mon, Feb 3 End: Fri, May 1	Revisit outlined resources that will be used to remediate skills that students are working below mastery according to biweekly and topic assessments.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Agenda and sign in sheet	Shante Thompson, Principal will meet and outline expectations with teacher leaders, designate time and file agendas, sign in sheets and monthly activities in principal's office.
Start: Mon, Feb 3 End: Fri, May 1	Revisit outline framework and designated time students will work on below mastery standards according to biweekly and topic assessments.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Agenda and sign in sheet, Math Framework of Instruction provided by district	Shante Thompson, Principal will meet and outline expectations with teacher leaders, designate time and file agendas, sign in sheets and monthly activities in principal's office.
Start: Mon, Feb 3 End: Fri, May 1	Revisit instructional focus calendar for students in the lowest 25 for Title III tutoring.	Julissa Pina, Principal Shante Thompson, Assistant Principal	Instructional Focus Calendar for lowest 25	Shante Thompson, Principal will meet and outline expectations with teacher leaders, designate time and file agendas, sign in sheets and monthly activities in principal's office.

Primary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

Priority Actions for the Primary Essential Practice

The school will continue to plan and monitor the effectiveness of gradual release of responsibility.

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	Planning meetings will continue to include preparing for the gradual release of responsibility.	Alina Valdes, Grade Level Chair Adrianna Valdes, Grade Level Chair Doug Mejia, Grade Level Chair Angela Guerra, Grade Level Chair J. Mejia, Grade Level Chair	As evidence on planning document as well as on targeted teachers lesson plans.	Shante Thompson, Assistant Principal will maintain minutes in a file in the assistant principal's office.
Start: Mon, Feb 3	Administration will continue to observe	Julissa Pina, Principal Shante Thompson, Assistant	As evidence on walkthroughs	Julissa Pina, Principal, Shante

End: Fri, May 1	teachers with a focus on identifying the GRRM in the course of instruction.	Principal	documents identifying GRRM and teacher feedback documents.	Thompson, Assistant Principal will monitor through formal and informal observations.
Start: Mon, Feb 3 End: Fri, May 1	Lessons will be created by teachers will continue to include the GRRM.	Alina Valdes, Grade Level Chair Adrianna Valdes, Grade Level Chair Doug Mejia, Grade Level Chair Angela Guerra, Grade Level Chair J. Mejia, Grade Level Chair	As evidence through journals and student work.	Julissa Pina, Principal, Shante Thompson, Assistant Principal will monitor through formal and informal observations.
Start: Mon, Feb 3 End: Fri, May 1	Professional Development will be provided on the gradual release of responsibility model.	Julissa Pina, Principal Shante Thompson, Assistant Principal Cristina Grisales, PD Liaison	As evidence on agenda and sign in sheet.	Cristina Grisales, the Professional Development Liaison will contact district to provide PD.

Secondary Essential Practice

Vertical Planning

Priority Actions for the Secondary Essential Practice

The school will continue to plan and monitor the effectiveness of gradual release of responsibility.

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	SPED teachers will continue to use the Gradual Release of Responsibility when planning for instruction.	Ana Maravilla, SPED Teacher Laura Perez, SPED Teacher Ivonne Estevez, SPED Teacher	Administration will provide training and support. The GRRM will be documented on lesson plans.	Shante Thompson, Assistant Principal will maintain minutes in a file in the assistant principal's office.
Start: Mon, Feb 3 End: Fri, May 1	Professional Development will be provided on the gradual release of responsibility model.	Julissa Pina, Principal Shante Thompson, Assistant Principal Cristina Grisales, PD Liaison	As documented and posted on MyLearning Plan and Sign in sheets.	Cristina Grisales, the Professional Development Liaison will contact district to provide PD.
Start: Mon, Feb 3 End: Fri, May 1	Administration will continue to observe teachers with a focus on identifying the GRRM in the course of instruction.	Julissa Pina, Principal Shante Thompson, Assistant Principal	As documented by norms and protocols that are created by administration.	Julissa Pina, Principal, Shante Thompson, Assistant Principal will monitor through

				formal and informal observations.
Start: Mon, Feb 3 End: Fri, May 1	Planning meetings will continue to include preparing for the gradual release of responsibility.	Alina Valdes, Grade Level Chair Adrianna Valdes, Grade Level Chair Doug Mejia, Grade Level Chair Angela Guerra, Grade Level Chair J. Mejia, Grade Level Chair	As documented on data charts shared with teachers in ELA and Math.	Shante Thompson, Assistant Principal will maintain minutes in a file in the assistant principal's office.

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

If we successfully continue to share and revisit our school's shared vision and mission, effectively use school and district support personnel, and communicate with all stakeholders; teachers will continue to have meaningful collaborative planning sessions and attend professional developments that will result in improved teacher performance. Additionally, staff members will help create an environment where all our students are motivated to come to school.

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 intended outcome was met, administration continued to share & revisit our school's shared vision and mission, to use school and district support personnel, and to communicate with stakeholders through Faculty, Grade Level and EESAC meetings. Data driven instruction and lesson planning was consistent school-wide at all levels. I-Ready, Imagine Learning, (ELL 1), Waterford (Pre-K), usage takes place with fidelity and consistency. Collaborative planning where reference is made to data from i-Ready and Topic assessments is equally consistent. The school consistently and met with stakeholders to revisit, share vision and mission. District, experts at the school level, consistently were made available to empower teachers, students and all stakeholders in general.

Sustained Essential Practice

Shared Vision/Mission

Primary Essential Practice

Effective Use of School and District Support Personnel

Secondary Essential Practice

Communicate With Stakeholders

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.

Faculty meetings, PTA meetings, EESAC meetings, and all other events, In-house PD's to discuss data driven, instruction, best practices & strategies. Data chats every nine weeks with administration and students - Data driven decisions - Topic Assessments, iReady, Bi-Weekly Reading and Portfolios all monitored on a regular basis and led to the positive success.

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.

N/A

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.

Multiple teacher leaders were used as Request an Experts to provide school and individual grade level support. ESOL and Technology support was given in-house by district personnel. Select teachers also attended ICADS, Content Academies and STEAM professional developments to best practices learned and disseminate among colleagues.

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.

Leadership meetings were held with fidelity, Lowest 25 meetings were conducted multiple times throughout the year, ongoing Collaborative Data Chats and Collaborative Planning contributed to the school's overall success.

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.

N/A

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.

N/A

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.

The school continued to revisit our shared vision and mission to all stakeholders through faculty meetings, PTA meetings, EESAC meetings, and all other events. Prediction: Will remain neutral. The school does consistently comply with this item. B) Effective Use of School and District Support Personnel We will continue to receive support from the district and empower teachers and staff to become leaders to better serve our schools. Prediction: The school will continue to improve as new strategies, mandates are implemented. The school does its best to keep up with new mandates, changes as they arise. C) Communicate with Stakeholders D) The school will continue to have open communication with all stakeholders in all directions to disseminate data. These data chats will take place between administration, leadership teams, teachers, students and parents. Prediction: Will remain neutral. The school does consistently comply with this item and expect growth to made if systems are carried over and will be evident on 2020-2021 FSA. Shared Vision/Mission The school will continue to revisit our shared vision and mission to all stakeholders through faculty meetings, PTA meetings, EESAC meetings, and all other events. Prediction: Will remain neutral. The school does consistently comply with this item. B) Effective Use of School and District Support Personnel We will continue to receive support from the district and empower teachers and staff to become leaders to better serve our schools. Prediction: The school will continue to improve as new strategies, mandates are implemented. The school does its best to keep up with new mandates, changes as they arise. C) Communicate with Stakeholders D) The school will continue to have open communication with all stakeholders in all directions to disseminate data. These data chats will take place between administration, leadership teams, teachers, students and parents. Prediction: Will remain neutral. The school does consistently comply with this item. Shared Vision/Mission The school will continue to revisit our shared vision and mission to all stakeholders through faculty meetings, PTA meetings, EESAC meetings, and all other events. Prediction: Will remain neutral. The school does consistently comply with this item. B) Effective Use of School and District Support Personnel We will continue to receive support from the district and empower teachers and staff to become leaders to better serve our schools. Prediction: The school will continue to improve as new strategies, mandates are implemented. The school does its best to keep up with new mandates, changes as

they arise. C) Communicate with Stakeholders D) The school will continue to have open communication with all stakeholders in all directions to disseminate data. These data chats will take place between administration, leadership teams, teachers, students and parents. Prediction: Will remain neutral. The school does consistently comply with this item. Shared Vision/Mission The school will continue to revisit our shared vision and mission to all stakeholders through faculty meetings, PTA meetings, EESAC meetings, and all other events. Prediction: Will remain neutral. The school does consistently comply with this item. B) Effective Use of School and District Support Personnel We will continue to receive support from the district and empower teachers and staff to become leaders to better serve our schools. Prediction: The school will continue to improve as new strategies, mandates are implemented. The school does its best to keep up with new mandates, changes as they arise. C) Communicate with Stakeholders D) The school will continue to have open communication with all stakeholders in all directions to disseminate data. These data chats will take place between administration, leadership teams, teachers, students and parents. Prediction: Will remain neutral. The school does consistently comply with this item.

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

If we successfully implement ongoing data chats, allow teachers to collaborate and adjust instructions based on data, and provide teachers and students additional time for remediation on skills students are not mastering, then as a result we should see an increase.

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?

Ongoing data chats took place with fidelity, collaboration sessions with teachers in 3rd-5th grade to address students not making adequate progress were created to and adjusted instruction based on data. In addition to provided resources for Reading and Math for students in need of remediation on specific skills.

Sustained Essential Practice

Data-Driven Decision Making

Primary Essential Practice

Gradual Release of Responsibilities Model (GRRM)

Secondary Essential Practice

Vertical Planning

End of Year Implementation Plan Reflection

Strengths

Opportunity for Improvement

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.

Administration designed an annual schedule for teachers to meet collaboratively, with agendas and minutes. · In house PD meetings posted on My Learning Plan for points. · Collaborative planning protocol and expectations delineated. · List of academically 25% lowest students created, data, strategies, and resources were provided as well as a plan of actions shared with teachers. Students were pulled in the area of Reading and Math to address.

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.

Collaborative planning meetings, Administrations visits/walk throughs & observations, PD's on the topic, lesson plans will demonstrate implementation of the "Gradual Release of Responsibility Model" contributed to our success.

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.

Vertical Planning sessions occurred in the primary grade levels. Collaborative planning meetings with the option to request outside support, request an expert or collaboration with another grade level was provided. In house professional development and faculty meetings where also used to promote and provided vertical planning, moreso in the area of STEAM.

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.

Collaborative planning only on Wednesdays after school is extremely difficult for teachers in 2-5th grade teachers with EFL classes.

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.

Evidence of GRRM not evident across school in instruction and lesson plans. Limited evidence due to planning without strategy in mind consistently in every grade.

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.

Vertical Planning sessions occurred in the primary grade levels. Collaborative planning meetings with the option to request outside support, request an expert or collaboration with another grade level was provided. In house professional development and faculty meetings where also used to promote and provide vertical planning, more so in the area of STEAM.

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.

Data-Driven Decision Making The school will continue to use collaborative planning effectively to ensure best practices are shared between teachers across grade levels. Prediction: Neutral- data findings indicate the school will continue to excel in this area. **B) Gradual Release of Responsibilities Model (GRRM)** The school will continue to plan and monitor the effectiveness of gradual release of responsibility. Prediction: The school will continue to excel in the area of planning and monitoring. Yet, consider room from improvement in the following areas: hiring or volunteers to provide students at risk with extra support to acquire the academic knowledge in Primary. **C) Vertical Planning** The school will continue to plan and monitor the effectiveness of gradual release of responsibility. Prediction: Neutral- data findings indicate the school will continue to excel in this area.