

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

5061 - Dr. Carlos J. Finlay Elementary

**Principal (Last Name, First Name)**

Orth-Sanchez, Marie

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

Octala, Elena

**MTSS Coordinator (Last Name, First Name)**

Octala, Elena

**Demographic Overview**

Established in 2000, Dr. Carlos J. Finlay Elementary is a Title I school located on the Modesto Maidique campus of Florida International University (FIU). The school's current enrollment is 523 students including two Head Start classes and one VPK class. The demographic overview is as follows: Hispanic 96 %, White 3%, Black 0.4%, Other 0.6%, Free and Reduced Lunch 81%, Students with Disability 13%, and English Language Learners 40%. Dr. Carlos J. Finlay Elementary currently employs 35 highly qualified teachers.

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

Dr. Carlos J. Finlay Elementary School will collaborate with students, parents, teachers, Florida International University, and our entire community as we strive to provide a high quality, child-centered, bilingual education that will empower our students to become responsible and productive citizens in a global society.

**b. Provide the School's Vision Statement**

Our vision at Dr. Carlos J. Finlay Elementary is to have our students become bilingual / bi-literate, responsible, and productive citizens in a global society.

**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.**

Dr. Carlos J. Finlay Elementary is a Title I, Dual Language, and Professional Development School in collaboration with Florida International University (FIU), serving students in Pre-K through 5th grade. The school is located adjacent to the city of Sweetwater and on the campus of FIU, serving students from a low to mid socio-economic background. The school's enrollment includes families of staff who work on the FIU campus and neighboring businesses. We are the 3rd ranked Title I school, 5th ranked overall, and ranked number two in mathematics out of all public elementary schools in the District based on the 2018 FSA results. We have a highly qualified staff with 72% earning advanced degrees and ten National Board Certified Teachers. Students at our school take part in a dual language curriculum in Spanish where 60% of the day is taught in English and 40% of the day is taught in Spanish. Students have the opportunity to participate in various innovative programs such as, FIU Junior Scholars, STEAM, Music and the Brain, Edible Gardens Initiative, Fairchild Challenge, and Green Schools Challenge. The students are also able to participate in different clubs and after school activities

such as, Art Club, Exploring Computer Science with code.org, Finlay Singers, Future Educators of America (FEA), Green Team, and SECME. Students have access to our "Skeeter" Science Lab and state of the art computer labs to reinforce skills and connect concepts taught in the classroom through educational software such as i-Ready, Imagine Learning, My ON, Accelerated Reader, Waterford, Brain Pop, and Discovery Learning.

### **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 within 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	The 2018-19 Student Attendance (Days Absent) Data indicates that in the 6-10 days absent category, there was a decrease of 3% from the previous school year, going from 9% in 2017-2018 to 6% in 2018-2019. The number of students with 18+ days absent also decreased from 29% during the 2017-2018 school year to 17% during 2018-2019, a decrease of 12%.	This data is important because when students are not in school they miss significant instructional time. Principal has implemented strategies to increase attendance i.e., AttenDANCE, Doctor Dollars, and Picnic With the Principal.	Attendance Initiatives
	According to the 2019 Data Map, the Percentage of Students with one disciplinary referral at our school is 13%. This is 7% lower when compared to 20% for the District.	This data is important because when students have behavioral issues, learning is impacted. Classroom management protocols are implemented with fidelity and consistency. Communication with the parents at the school is strong as evidenced by teacher communication logs, the number of teachers using	Staff-Student Connections

		REMIND, and teacher/parent participation in the ATP FIU Program.	
	FLKRS results indicate that our VPK students increased from 61% readiness during the 2017-2018 school year to 93% readiness during the 2018-2019 school year, an increase of 32%.	The data is a strong indicator showing that our students are prepared for Kindergarten	other Computer Readiness Instruction

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

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<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	According to the School Climate Survey-Teacher Level Data, 93% of the teachers strongly agree or agree that the "School is kept in clean and good condition," an increase of 1% from the 2018 Teacher Climate Survey.	This data is important because it reflects our desire to work in a school that provides an optimal learning environment.	Consistent Protocols to Maintain a Clean and Welcoming School Environment
	According to the Climate Survey From Students, for the statements "Adults at my school care about me as an individual," 88% of the students strongly agree or agree with that statement, a decrease of 1% from the 2018 Student Climate Survey.	This data is important because we want all our students to feel cared about. We want each student to have a relationship with an adult in the building.	Staff-Student Connections
	According to the 2019 Data Map -Percentage of Students with Disciplinary Referrals, the percentage of students with 2 or more disciplinary referrals remained the same at 2% when comparing 2018-2019 to 2017-18.	This data is important because we want to promote positive behaviors school-wide. Administrators and Staff insure that the protocols in the MDCPS Code of Student Conduct are enforced and followed.	Consistent Protocols to Maintain a Healthy and Safe School Environment

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

Consistent Protocols to Maintain a Clean and Welcoming School Environment

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>	<b>Rationale for Selection of Data</b>	<b>Connected Essential</b>
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	Be specific in defining each data element below.	Why was this data finding selected as being most impactful?	Practices  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	According to the Climate Survey Feedback from Staff, for the statement, "At my school adequate measures are used to deal with disruptive behavior", there was a 10% decrease in the strongly agree and agree categories from 100% in 2017-2018 to 90% in 2018-2019.	This data is important because we want our staff to feel supported and for student behaviors to be addressed effectively. Administrators and Staff insure that the protocols in the MDCPS Code of Student Conduct are enforced and followed.	Consistent Protocols to Maintain a Healthy and Safe School Environment
	In the Climate Survey Feedback from Staff, there was an increase of 9% of staff that strongly agree or agree with the statement, "I frequently feel overwhelmed while working at my school, from 42% in 2017-18 to 51% in 2018-19.	Teachers are less effective when they feel overwhelmed which impacts student learning.	Mindfulness
	According to the Climate Survey Feedback from Staff, for the statement, "Staff morale is high at my school" there was a 10% decrease from 86% in 2017-2018 to 76% in the 2018-2019 school year in the the strongly agree category.	When staff moral is high, this positively affects student moral and academic learning.	Team Building Activities

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

Mindfulness

## DATA AND SYSTEMS REVIEW ORGANIZER

### ACADEMIC PROGRAMS

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	The 2019 FCAT Science Assessment results indicate an increase of nine percentage points from 64% in 2018 to 73% in 2019.	This data is important because it shows that our implementation of Inquiry-Based Scientific Learning through STEAM projects, the Skeeter Science Lab, and School-wide Science Projects is contributing to students' scientific knowledge.	Inquiry-based Learning (Project based/Problem based learning)
	The 2019 Stanford Achievement Test (SAT-10) data for Reading indicates that the	This data indicates that having our practice of having an identified interventionist to deliver the Wonder Works with fidelity is positively impacting student achievement. This is impactful	Interventions/RTI

	percentage of students reading above the median increased by 6% from 80% in 2018 to 86% in 2019.	because it indicates that a greater percentage of students in the primary grades are demonstrating more reading comprehension which will positively impact reading comprehension in the upper grades.	
	The 2019 Stanford Achievement Test (SAT-10) data for Mathematics indicates that the percentage of students scoring above the median in problem solving increased by 8% from 70% in 2018 to 78% in 2019.	During the 2018-2019 school year, we implemented math interventions in the primary grades which positively impacted the students' ability to do problem solving in Math.	Interventions/RtI

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

Inquiry-based Learning (Project based/Problem based learning)

<b>Data Rating</b>	<b>Data Findings &amp; Area</b> <small>Be specific in defining each data element below.</small>	<b>Rationale for Selection of Data</b> <small>Why was this data finding selected as being most impactful?</small>	<b>Connected Essential Practices</b> <small>Which Essential Practice(s) contributed most to the data findings?</small>
<b>Neutral Data Findings</b>	According to the 2019 FSA Math data, Grade 3-5 Learning Gains remained the same at 77% when comparing the data results from 2018 to 2019.	This is important because it shows that students' academic achievement in mathematics did not decrease. We provided select students in Grades 3-5 with daily Math Interventions.	Data-Driven Instruction
	The FSA ELA Proficiency results indicated a one percentage point decrease from 81% in 2018 to 80% in 2019.	Although the data results demonstrate a small decrease in ELA proficiency, we must insure that we reverse the current trend to increase overall proficiency for the FSA ELA for students in Grades 3-5. By implementing and encouraging the practice of conducting meaningful conversations within the classroom that encourage students to reflect on their learning and communicate their knowledge will positively impact student learning.	Accountable Talk
	The 2019 Mathematics SAT-10 data indicates that the percentage of students scoring above the median remained the same at 81% when comparing the 2018 and 2019 results.	Providing students with Differentiated Instruction in Mathematics with fidelity will give students different avenues to learning problem solving and math content.	Differentiated Instruction

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



## Accountable Talk

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	According to 2019 FSA ELA data, Grade 3-5 Learning Gains decreased by 7 percentage points from 74% in 2018 to 67% in 2019.	This information is important because learning gains measure the academic growth of a student from one year to the next. We need this percentage to show an upward trend, not a downward trend.	21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)
	According to the Grade 3-5 FSA ELA Learning Gains for the Lowest 25% data, there was a decrease of 15% points from 78% in 2018 to 63% in 2019.	This information is important because it indicates the need to provide our students in the lowest 25% with strategies and interventions that strategically target their academic needs.	Standards-Aligned Instruction
	According to the Grade 3-5 FSA Math Learning Gains for the Lowest 25% data, there was a decrease of 10% points from 85% in 2018 to 75% in 2019.	This data is important because it suggests the need to provide our students in the lowest 25% with strategies and interventions that strategically target their academic needs.	Data-Driven Instruction

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

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

**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

**Primary Essential Practice**

Mindfulness

**Secondary Essential Practice**

Consistent Protocols to Maintain a Clean and Welcoming School Environment

## **ACADEMIC PROGRAMS**

**Sustained Essential Practice**

Inquiry-based Learning (Project based/Problem based learning)

**Primary Essential Practice**

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

**Secondary Essential Practice**

Accountable Talk

## **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.**

The primary commitment of the School Leadership Team and the entire staff is to our students. All stakeholders advocate for students and focus on the whole child.

**As evidenced by:**

Different staff members advocate, mentor, and connect with different students in the school. Administration and teachers relentlessly pursue the implementation of what is right for students. Faculty is consistently improving the school's practice of instruction by sharing best practices during faculty, in-house Professional Development, conducting before and after school tutoring, implementing the intervention program with fidelity, providing paraprofessional support to the classrooms, insuring the MTSS process, and frequently communicating with parents.

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

The School Leadership Team will use the Commitment to Students competency in the School Improvement Process to establish action plans that force the entire team to remain consistent in setting and holding all students to high expectations and believing in all of our students' ability to learn regardless of their current circumstances.

### **Competency 2: Focusing on Sustainable Results**

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

The School Leadership Team's current reality regarding Focusing on Sustainable Results is that we are consistently in the pursuit of measurable results and provide teachers with disaggregated data. At the same time, the SLT encourages teachers to obtain their own student data, through classroom assessments, i-Ready Diagnostics, and informal observations in order to identify particular student's academic needs.

**As evidenced by:**

The School Leadership Team begins Focusing on Sustainable Results as soon as the results of the SAT-10, FSA Assessments, ACCESS 2.0 are available. Intervention groups are determined. Students requiring additional

academic instruction in ELA get placed in the Intensive Accelerated classes. Students are identified for before and after school tutoring. Paraprofessionals are assigned to classes to assist with differentiated instruction. Teachers place students in Differentiated Instruction groups according to their needs.

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

The School Leadership Team will use Focusing on Sustainable Results competency to pursue opportunities to obtain measurable results. Students' academic progress will be monitored. DI groups are fluid as per student needs.

### **Competency 3: Developing Others**

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

The School Leadership Team sets positive expectations selecting training to enhance instructional delivery. Also, delegating so that the teachers may learn from their successes and mistakes. SLT provides on-going feedback that expresses positive expectations.

**As evidenced by:**

Professional Development is offered in-house based on the identified needs of faculty and students. Team building activities are provided to enhance teacher morale and school culture.

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

The School Leadership Team will use the Developing Others competency in the School Improvement Process to establish action plans that promote professional learning and development. The SLT will ensure that the staff is offered new skills and training to develop new levels of capability.

### **Competency 4: Engages the Team**

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

Currently Engages the Team is at a Level 3 competency. School leaders communicate a compelling vision to motivate the group's effort. The faculty is involved in goal setting and professional development.

**As evidenced by:**

This is evidenced by involving all stakeholders through Monthly PD sessions, grade level meetings, EESAC meetings, Leadership Team Meetings, and Grade Chair Meetings,

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

The SLT will use the Engages the Team competency by providing teachers with PD's, Team Building, and feedback in order to improve the overall school culture and academic results.

## **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

### **Priority Actions for the Sustained Essential Practice**

School-wide campaign to enhance staff-student connections by greeting students' every morning, developing a Best Buddies mentoring program and conducting first day ice-breaker activities for students.

### **Primary Essential Practice**

Mindfulness

### **Priority Actions for the Primary Essential Practice**

Teachers will participate in a 14-week Mindfulness PD and share Best Practices strategies at faculty meetings.

### **Secondary Essential Practice**

Consistent Protocols to Maintain a Clean and Welcoming School Environment

### **Priority Actions to Enhance the Secondary Essential Practice**

Take Pride in your school campaign will be developed.

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Inquiry-based Learning (Project based/Problem based learning)

### **Priority Actions for the Sustained Essential Practice**

School-wide inquiry-based learning will be implemented through school-wide STEAM projects, Science projects, and utilization of Skeeter Science Lab.

### **Primary Essential Practice**

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

### **Priority Actions for the Primary Essential Practice**

Teachers will receive PD to support 21st Century Learning in the classroom.

### **Secondary Essential Practice**

Accountable Talk

### **Priority Actions to Enhance the Secondary Essential Practice**

Students in all grade levels will be instructed on accountable talk strategies in order to provide students with the opportunities to effectively engage in meaningful conversations that promote and encourage higher-level thinking.

## **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 implement the Primary Essential Practice of Mindfulness in 2019-2020, then our teachers will feel less overwhelmed and student learning will be impacted positively. If we successfully implement the Secondary Essential Practice of Consistent Protocol, Maintaining a Clean and Welcoming Environment in 2019-2020, then the faculty and the students will want to come to school and promote Good Citizenship throughout the school and community. If we successfully implement the Sustained Essential Practice of Staff and Student Connection in 2019-2020, we will increase the amount of students that feel they are listened to and nurtured in order to provide a positive and productive learning environment.

## **ACADEMIC PROGRAMS**

### **OUTCOME STATEMENT**

#### **Academic Programs**

If we successfully implement the Primary Essential Practice of 21st Century Learning during the 2019-2020 school year, learning gains for students in Grades 3-5 will increase. If we successfully implement the Secondary

Essential Practice of Accountable Talk, the FSA ELA proficiency results will increase. If we successfully implement the Sustained Essential Practice of Inquiry-Based Learning, the students Science Assessment results will continue to 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

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



	<i>Practice Selections</i> <ul style="list-style-type: none"> <li>• <i>Priority Actions</i></li> <li>• <i>Outcome Statements</i></li> </ul>		
8/15/19 9:30 a.m.	Theme and Vision for 2019-2020	PowerPoint Presentation and video	Mrs. Orth-Sanchez, Principal
8/15/19 9:45 a.m.	School Data Presentation/ Summary	Data PowerPoint Presentation and video	Mrs. Orth-Sanchez, Principal
8/15/19 10:15 a.m.	Synergy Presentation- Taking a Closer look at our SIP	Sway Presentation	Synergy Team
8/15/19 10:30 a.m.	Teacher and Staff Activity for SIP Academic Program Goals	Teachers will be placed into small groups for activities using 21st Century Learning Strategies and Accountable Talk as per our Academic Program Goals.	Synergy Team
8/15/19 11:30 a.m.	Sustained. Primary, and Secondary Essential Practice Presentation for School Culture Goals	Teachers will create "Vision Boards" per grade group showing how they visualize incorporating the Primary, Secondary, and Sustained Essential Practices within their classroom.	Synergy Team
8/15/19 1:00 p.m.	Sustained. Primary, and Secondary Essential Practice Presentation for School Culture Goals	Presentation and Activities related to implementing the Primary, Secondary, and Sustained Essential Practices within the classroom for our School Culture Goals.	Mrs. Orth-Sanchez, Principal Mrs. Octala, Assistant Principal Mrs. Alonso, Lead Teacher Ms. Escoto, Counselor

## Phase II

### Action Planning

#### Consensus – Define – Implement

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

### Phase II Development & Stakeholder Engagement

*August 14 – August 30, 2019*

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

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

#### **Implementation Steps Requirements:**

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

### Quarter 1 Implementation

*September 3 – October 18, 2019*

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

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

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

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

### Federal Index and ESSA Support Categories

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

## Quarter 1 Systems Review & Data Reflection

**October 21 – November 1, 2019**

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

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

## Quarter 2 Implementation

**November 5 – December 20, 2019**

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

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

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

### School Culture Outcome Statement

If we successfully implement the Primary Essential Practice of Mindfulness in 2019-2020, then our teachers will feel less overwhelmed and student learning will be impacted positively. If we successfully implement the

Secondary Essential Practice of Consistent Protocol, Maintaining a Clean and Welcoming Environment in 2019-2020, then the faculty and the students will want to come to school and promote Good Citizenship throughout the school and community. If we successfully implement the Sustained Essential Practice of Staff and Student Connection in 2019-2020, we will increase the amount of students that feel they are listened to and nurtured in order to provide a positive and productive learning environment.

### Sustained Essential Practice

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### Priority Actions for the Sustained Essential Practice

School-wide campaign to enhance staff-student connections by greeting students' every morning, developing a Best Buddies mentoring program and conducting first day ice-breaker activities for students.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	Selected staff will greet students every morning from 7:45 AM to 8:35 AM at our main entrance to create a welcoming and inviting atmosphere.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Escoto, School Counselor; Stella Tariche, Media Specialist; Bianca Alonso, Lead Teacher; Dijana Lazo, Security; Ivonne Gallardo, Paraprofessional	Students will feel more connected to staff and peers which in turn will promote school attendance and positive behaviors.	Ms. Orth-Sanchez, Principal will ensure that there is enough coverage of staff to greet arriving students.
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	Ms. Orth-Sanchez, Principal will ensure that all stakeholders are informed of our morning greeting program.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal	EESAC Meeting Agendas, Faculty Meeting Agendas, School website	Ms. Orth-Sanchez will monitor that all social media websites are updated to inform all stakeholders of our morning greeting program.
<b>Start:</b> Tue, Sept 3 <b>End:</b> Tue, Sept 3	Teachers will conduct an ice-breaker activity on the first day of school to introduce students, learn about	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Yadira Cano, Kindergarten Chairperson, Anna Flores,	Students will connect with peers and teachers will gain a better	The Grade Chairperson will ensure that ice-breaker activities have been planned

	their classmates, and make new friends.	First Grade Chairperson; Alba Fregoso, Second Grade Chairperson; Monica Leganoa, Third Grade Chairperson; Marleni Lapadula, Fourth Grade Chairperson; Alina Diaz, Fifth Grade Chairperson	understanding of their students.	for and completed as evidenced through teacher lesson plans and administrative walk-throughs on the first day of school.
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Sept 13	The Leadership Team will identify students in the lowest 25% and at-risk (EWS) to participate in the "Best Buddies" Mentoring Program by the end of the first four weeks of the school year to provide an academic and/or emotional social support system for students.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Escoto, Counselor	"Best Buddies" Mentoring Program will assist with addressing the social-emotional needs of at-risk students which will in turn increase their attendance, positive behaviors, and academic success.	Ms. Octala and Ms. Escoto will monitor the identification of teachers and students as well as the planning of the first meeting.

### Primary Essential Practice

#### Mindfulness

#### Priority Actions for the Primary Essential Practice

Teachers will participate in a 14-week Mindfulness PD and share Best Practices strategies at faculty meetings.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	Select staff will participate in Mindfulness-Based Schools Training each Wednesday to increase their own self-awareness and learn different stress release strategies.	Marie Orth-Sanchez, Principal; Maria Escoto, Counselor; Bianca Alonso, PD Liaison	Teachers that are more self-aware and are able to learn different stress release strategies, are happier, and more effective instructors. In turn, they are able to transfer these positive techniques to their students.	Professional development sign-in sheets will be monitored by Ms. Alonso to ensure attendance.
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	A digital Sway newsletter on mindfulness will be created monthly and electronically distributed to all staff to provide information and	Marie Orth-Sanchez, Principal; Bianca Alonso,	The SWAY Newsletter will further encourage teachers to implement strategies learned from the Mindfulness-Based Schools Training.	Ms. Orth-Sanchez will monitor electronic distribution of

	strategies on increasing mindfulness.	Lead Teacher		newsletter monthly.
<b>Start:</b> Tue, Oct 8 <b>End:</b> Tue, Oct 8	During a Faculty Meeting, the School Counselor will conduct a workshop on mindfulness to inform teachers on the effectiveness and benefits of mindfulness in the classroom.	Marie Orth-Sanchez, Principal; Maria Escoto, Counselor	The Counselor's mindfulness workshops during Faculty Meetings will assist teachers with bringing mindfulness activities into the classroom.	Ms. Orth-Sanchez and Ms. Alonso will propose PD and monitor staff attendance.
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	The School Counselor will provide lessons and strategies for students during weekly classroom visits to empower students to use positive strategies to release stress and increase student engagement.	Marie Orth-Sanchez, Principal; Maria Escoto, Counselor	Students will learn strategies to release stress and increase their engagement in class.	Ms. Orth-Sanchez will monitor Counselor's lesson plans and schedule to ensure that all classrooms are being visited.

### Secondary Essential Practice

Consistent Protocols to Maintain a Clean and Welcoming School Environment

#### Priority Actions for the Secondary Essential Practice

Take Pride in your school campaign will be developed.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	A school-wide campaign to increase the cleanliness of the school will be implemented daily where students stack chairs in their classroom and pick up trash using the "Pick it up, don't pass it up" concept throughout the school building to maintain school cleanliness.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Lazaro Gonzalez, Head Custodian	Students will take more ownership of and pride in their school and assist with keeping the school clean.	Ms. Orth-Sanchez and Mr. Gonzalez will monitor the cleanliness in the hallways and classrooms, as well as, "Pick it up, don't pass it up" signs will be posted.
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	A school-wide bathroom checklist sign will be created and displayed daily in all bathrooms to encourage students to maintain a clean and sanitary bathroom.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Lazaro Gonzalez, Head Custodian	The checklist will allow students and staff to keep track of	Ms. Orth-Sanchez and Mr. Gonzalez will monitor cleanliness of bathrooms throughout the

		Gonzalez, Head Custodian	bathroom cleanliness.	school and bathroom checklist signs will be posted in all bathrooms.
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	The school's Green Team will clean and maintain garden beds and vegetable gardens bimonthly to promote the beautification of the school grounds.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Gloria Mederos, Green Team Sponsor, Lazaro Gonzalez, Head Custodian	All stakeholders will feel a sense of pride in their school because of the inviting and beautiful garden beds and vegetable gardens.	Ms. Mederos will monitor attendance of Green Team members and efficacy of maintaining the school grounds.
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	The Administrative Team will implement "Motivational Monday" weekly by presenting a motivational quote on morning announcements each Monday and on the Staff Bulletin to inspire the school community to be kind and positive in their daily interactions with others.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Stella Tariche, W-SKTR Sponsor	As a result, students, faculty, and staff should display more positive interactions throughout the school.	Ms. Octala will ensure that a quote is selected each week and included in the Staff Bulletin and read aloud on morning announcements.

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

### Academic Programs Outcome Statement

If we successfully implement the Primary Essential Practice of 21st Century Learning during the 2019-2020 school year, learning gains for students in Grades 3-5 will increase. If we successfully implement the Secondary Essential Practice of Accountable Talk, the FSA ELA proficiency results will increase. If we successfully implement the Sustained Essential Practice of Inquiry-Based Learning, the students Science Assessment results will continue to increase.

### Sustained Essential Practice

Inquiry-based Learning (Project based/Problem based learning)

### Priority Actions for the Sustained Essential Practice

School-wide inquiry-based learning will be implemented through school-wide STEAM projects, Science projects, and utilization of Skeeter Science Lab.

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?)



<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	Classes will be scheduled weekly or bimonthly to attend the Super Skeeter Science Lab to perform inquiry-based science lab experiments and increase their knowledge of the Scientific Process.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Ivonne Gallardo, Science Lab Facilitator	Super Skeeter Science Lab class schedule, student science lab reports, science lab lesson plans	Administration will conduct walk-throughs during scheduled science Lab classes to ensure implementation and effective use of lab resources.
<b>Start:</b> Mon, Sept 30 <b>End:</b> Fri, Oct 18	Our Science Leader will conduct professional development during one of the District professional development days on the STEAM criteria to inform teachers of the various activities and requirements for gold STEAM designation.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Alina Diaz, Science Leader	As a result of the professional development, we will see the implementation of STEAM activities within the classrooms.	Ms. Orth-Sanchez and Ms. Alonso will propose PD and monitor staff attendance.
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	Students will participate in STEAM related projects each semester to increase their critical thinking skills and knowledge of STEAM concepts.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Alina Diaz, Science Leader; Lynda Garcia, STEAM Facilitator	As a result, we will see effective lesson plans, STEAM projects, and STEAM bulletin boards.	Ms. Orth-Sanchez and Ms. Diaz will monitor through information gained during Leadership Team meetings and the Administrative Team will attend grade level meetings to ensure effective implementation.
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	Students will identify a scientific problem and a hypothesis followed by a discussion of possible science project ideas during the first nine weeks of school to successfully complete the scientific process through the science fair project.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Alina Diaz, Science Leader	Student interactive notebooks and science fair projects will reflect the scientific process.	The Administrative Team will attend grade level meetings to ensure planning and implementation of science fair projects by all grade levels.

### Primary Essential Practice

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

### Priority Actions for the Primary Essential Practice

Teachers will receive PD to support 21st Century Learning in the classroom.

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

			successfully executed?)	
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	Fifth grade students will participate in a monthly grant-funded program at the FIU Frost Museum to increase their understanding and implementation of skills such as observation, critical thinking, and communication.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Alina Diaz, Fifth Grade Level Chairperson	As a result, we should see increased observation skills, critical thinking, and communication skills implemented across the subject areas.	Ms. Orth-Sanchez and Ms. Diaz will monitor completion of field trip forms and student journals.
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	Fourth and fifth grade teachers will implement various methods of communication such as oral presentations, journals and technology presentations in their classroom weekly to enhance students' abilities to communicate effectively.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Alina Diaz, Fifth Grade Level Chairperson; Marleni Lapadula, Fourth Grade Level Chairperson	As a result, we should see students implementing oral communication skills through project-based learning within the classroom.	Ms. Orth-Sanchez, Ms. Octala, Ms. Diaz and Ms. Lapadula will monitor planning and integration of technology presentations in lesson plans.
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	Students will be identified by the art teacher to participate in quarterly art exhibits across the District to showcase students' creativity and artistic expression.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Zaida Ruiz, Art Teacher	Application submissions to art exhibits, art exhibit programs, art exhibit awards	Ms. Orth-Sanchez and Ms. Ruiz will monitor the identification of students' artwork for exhibitions and number of exhibits entered.
<b>Start:</b> Mon, Sept 16 <b>End:</b> Fri, Oct 18	District staff will conduct professional development for teachers during teachers' planning times on the application of technology in the classroom such as Power Point, SWAY and Discovery Board Builder in order to teach these programs to their students as a communication tool and to promote critical thinking.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Bianca Alonso, Lead Teacher	Professional development sign-in sheets, agendas, handouts	Ms. Orth-Sanchez and Ms. Alonso will propose PD and monitor staff attendance.

### ESSA Reflection - NEW!

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

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

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

N/A

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

N/A

### Secondary Essential Practice

Accountable Talk

### Priority Actions for the Secondary Essential Practice

Students in all grade levels will be instructed on accountable talk strategies in order to provide students with the opportunities to effectively engage in meaningful conversations that promote and encourage higher-level thinking.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	Teachers will be provided with Accountable Talk Sentence Starters posters to display in their classroom during the first month of school to scaffold students' oral/verbal communication skills.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Bianca Alonso, Lead Teacher	During walk-throughs, Accountable Talk posters will be visible within classrooms.	The administrative team will confirm that all classrooms have the posters displayed and are being integrated into lessons.
<b>Start:</b> Mon, Sept 30 <b>End:</b> Fri, Oct 18	Teachers will attend professional development on Accountable Talk during a District planning day in the first nine weeks to learn about strategies and implementation of using Accountable Talk with students.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Bianca Alonso, Lead Teacher	Professional development sign-in sheets, agendas, articles and/or handouts	Ms. Orth-Sanchez and Ms. Alonso will propose PD and monitor staff attendance.
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	During the first nine weeks, teachers will introduce, model and set expectations for Accountable Talk with their students across	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Yadira Cano, Kindergarten Chairperson, Anna Flores, First Grade Chairperson; Alba Fregoso, Second Grade Chairperson;	As a result, students will practice Accountable Talk during	Administrative team and Grade Level Chairpersons will ensure planning and

	various subject areas to increase the use of peer discussions and instructional conversations daily.	Monica Leganoa, Third Grade Chairperson; Marleni Lapadula, Fourth Grade Chairperson; Alina Diaz, Fifth Grade Chairperson	appropriate lessons.	demonstrations of modeling during various subject areas.
<b>Start:</b> Tue, Sept 3 <b>End:</b> Fri, Oct 18	Teachers will allocate time during one subject area for Accountable Talk to ensure that students are using Accountable Talk Sentence Starters appropriately to enhance communication.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Yadira Cano, Kindergarten Chairperson, Anna Flores, First Grade Chairperson; Alba Fregoso, Second Grade Chairperson; Monica Leganoa, Third Grade Chairperson; Marleni Lapadula, Fourth Grade Chairperson; Alina Diaz, Fifth Grade Chairperson	Lesson plans, administrative walk-throughs, grade level minutes	Administrative team and Grade Level Chairpersons will ensure planning and demonstrations of modeling during various subject areas.

## Parent Family Engagement Plan (PFEP)

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

#### School Culture Outcome Statement

If we successfully implement the Primary Essential Practice of Mindfulness in 2019-2020, then our teachers will feel less overwhelmed and student learning will be impacted positively. If we successfully implement the Secondary Essential Practice of Consistent Protocol, Maintaining a Clean and Welcoming Environment in 2019-2020, then the faculty and the students will want to come to school and promote Good Citizenship throughout the school and community. If we successfully implement the Sustained Essential Practice of Staff and Student Connection in 2019-2020, we will increase the amount of students that feel they are listened to and nurtured in order to provide a positive and productive learning environment.

#### Sustained Essential Practice

#### Priority Actions for the Sustained Essential Practice

School-wide campaign to enhance staff-student connections by greeting students' every morning, developing a Best Buddies mentoring program and conducting activities for students that foster social-emotional growth and development.

#### Explain why you modified the Priority Actions for the Sustained Essential Practice

Initial Priority Actions included activities which were time sensitive (i.e. first day ice-breaker).

**Person(s) Responsible** | **Expected Evidence** | **Monitoring**

Implementation Date(s)	Implementation Steps	(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
<b>Start:</b> Tue, Nov 5 <b>End:</b> Fri, Dec 20	Selected staff will greet students every morning from 7:45 AM to 8:35 AM at our main entrance to create a welcoming and inviting atmosphere.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Escoto, School Counselor; Stella Tariche, Media Specialist; Bianca Alonso, Lead Teacher; Dijana Lazo, School Security; Ivonne Gallardo, Paraprofessional	Students will feel more connected to staff and peers which in turn will promote school attendance and positive behaviors.	Ms. Orth-Sanchez, Principal will ensure that there is sufficient coverage of staff to greet students arriving each morning.
<b>Start:</b> Tue, Nov 5 <b>End:</b> Fri, Dec 20	Selected third grade representatives will participate in "Kindness Squad" biweekly to promote acts of kindness among staff and students.	Marie Orth-Sanchez, Principal; Maria Escoto, School Counselor; Cristina Valdes, Third Grade Teacher	Acts of kindness will be carried out throughout the school. Students and staff will be recipients of various acts of kindness as evidenced by social media posts.	Ms. Orth-Sanchez, Principal; Ms. Maria Escoto, School Counselor; Cristina Valdes, Third Grade Teacher will monitor the documentation of the acts of kindness on social media.
<b>Start:</b> Tue, Nov 5 <b>End:</b> Fri, Dec 20	Teachers will incorporate journal writing assignments in their lesson plans weekly to encourage student expression and learn about their interests.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Yadira Cano, Kindergarten Chairperson; Anna Flores, First Grade Chairperson; Alba Fregoso, Second Grade Chairperson; Monica Leganoa, Third Grade Chairperson; Marleni Lapadula, Fourth Grade Chairperson; Alina Diaz, Fifth Grade Chairperson	Lesson plans will reflect opportunities for students to journal about social-emotional topics. Student journal will include personal reflections.	Ms. Orth-Sanchez, Principal and Ms. Elena Octala, Assistant Principal will monitor the implementation of journal writing in classrooms.
<b>Start:</b> Mon, Nov 18 <b>End:</b> Fri, Dec 20	The "Best Buddies" participants will meet monthly to foster a mentor/student relationship.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Maria Escoto, Counselor; Maria Del Castillo, Reading Coach; Yasmery Hernandez, ESE Teacher	The "Best Buddies" Mentoring Program will assist with addressing the social-emotional needs of at risk students which will in turn increase their attendance, positive	Ms. Octala and Ms. Escoto will monitor will implementation of meeting dates and activities.

behaviors, and  
academic success.

## Primary Essential Practice

Mindfulness

### Priority Actions for the Primary Essential Practice

Teachers will participate in a 14-week Mindfulness PD and share Best Practices strategies at faculty meetings.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Tue, Nov 5 <b>End:</b> Wed, Dec 4	Select staff will participate in Mindfulness-Based Schools Training each Wednesday to increase their own self awareness and learn strategies to incorporate Mindfulness in their classroom.	Marie Orth-Sanchez, Principal; Maria Escoto, School Counselor; Bianca Alonso, PD Liaison	Teachers are more self-aware and able to learn different Mindfulness strategies to use in their classroom. Teachers and students' outlook will be more positive and in-turn more effective in the classroom.	Marie Orth-Sanchez, Principal; Maria Escoto, School Counselor; Bianca Alonso, PD Liaison will monitor PD sign-in sheets to ensure attendance.
<b>Start:</b> Tue, Nov 5 <b>End:</b> Fri, Dec 20	A digital Sway newsletter on mindfulness will be created monthly and electronically distributed to all staff to provide information and strategies on increasing mindfulness.	Marie Orth-Sanchez, Principal; Bianca Alonso, Lead Teacher	The SWAY Newsletter will further encourage teachers to implement strategies learned from the Mindfulness-Based Schools Training.	Marie Orth-Sanchez, Principal will monitor electronic distribution of monthly newsletter.
<b>Start:</b> Tue, Nov 12 <b>End:</b> Tue, Nov 12	During a Faculty Meeting, the School Counselor will conduct a workshop on mindfulness to inform teachers on the effectiveness and benefits of mindfulness in the classroom.	Marie Orth-Sanchez, Principal; Maria Escoto, School Counselor	The Counselor's mindfulness workshops during Faculty Meetings will assist teachers with bringing mindfulness activities into the classroom.	Marie Orth-Sanchez, Principal and Bianca Alonso, PD Liaison will propose PD and monitor PD sign-in sheets to ensure attendance.
	The School Counselor will provide lessons and strategies for students during weekly classroom visits to empower students to use positive strategies to release stress and increase student engagement.	Marie Orth-Sanchez, Principal; Maria Escoto, School Counselor	Students will learn strategies to release stress and increase their engagement in class.	Marie Orth-Sanchez, Principal will monitor Counselor's lesson plans and schedule to ensure that all classrooms are being visited.

## Secondary Essential Practice

## Consistent Protocols to Maintain a Clean and Welcoming School Environment

## Priority Actions for the Secondary Essential Practice

Take Pride in your school campaign will be developed.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Tue, Nov 5  <b>End:</b> Fri, Dec 20	A school-wide campaign to increase the cleanliness of the school will be implemented daily where students stack chairs in their classroom and pick up trash using the "Pick it up, don't pass it up!" concept throughout the school building to maintain school cleanliness.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Lazaro Gonzalez, Head Custodian	Students will take more ownership of and pride in their school and assist with keeping the school clean.	Marie Orth-Sanchez, Principal and Lazaro Gonzalez, Head Custodian will monitor the cleanliness in the hallways and classrooms.
<b>Start:</b> Tue, Nov 5  <b>End:</b> Fri, Dec 20	A school-wide bathroom checklist sign will be displayed daily in all bathrooms to encourage students to maintain a clean and sanitary bathroom.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Lazaro Gonzalez, Head Custodian	The checklist will allow students and staff to keep track of bathroom cleanliness.	Marie Orth-Sanchez, Principal and Lazaro Gonzalez, Head Custodian will monitor cleanliness of bathrooms throughout the school.
<b>Start:</b> Tue, Nov 5  <b>End:</b> Fri, Dec 20	The school's Green Team will clean and maintain garden beds and vegetable gardens bimonthly to promote the beautification of the school grounds.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Gloria Mederos, Green Team Sponsor, Lazaro Gonzalez, Head Custodian	All stakeholders will feel a sense of pride in their school because of the inviting and beautiful garden beds and vegetable gardens.	Gloria Mederos, Team Sponsor will monitor attendance of Green Team members and efficacy of maintaining the school grounds.
<b>Start:</b> Tue, Nov 5  <b>End:</b> Fri, Dec 20	The Administrative Team will implement "Motivational Monday" weekly by presenting a motivational quote on morning announcements each Monday and on the Staff Bulletin to inspire the school community to be kind and positive in their daily interactions with others.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Stella Tariche, W-SKTR Sponsor	As a result, students, faculty, and staff should display more positive interactions throughout the school.	Elena Octala, Assistant Principal, will ensure that a quote is selected each week and included in the Staff Bulletin and read aloud on morning announcements.



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

### Academic Programs Outcome Statement

If we successfully implement the Primary Essential Practice of 21st Century Learning during the 2019-2020 school year, learning gains for students in Grades 3-5 will increase. If we successfully implement the Secondary Essential Practice of Accountable Talk, the FSA ELA proficiency results will increase. If we successfully implement the Sustained Essential Practice of Inquiry-Based Learning, the students Science Assessment results will continue to increase.

### Sustained Essential Practice

Inquiry-based Learning (Project based/Problem based learning)

### Priority Actions for the Sustained Essential Practice

School-wide inquiry-based learning will be implemented through school-wide STEAM projects, Science projects, and utilization of Skeeter Science Lab.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Tue, Nov 5 <b>End:</b> Fri, Dec 20	Classes will be scheduled weekly or bimonthly to attend the Super Skeeter Science Lab to perform inquiry-based science lab experiments and increase their knowledge of the Scientific Process.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Ivonne Gallardo, Science Lab Facilitator	Super Skeeter Science Lab class schedule, student science lab reports, science lab lesson plans.	Administration will conduct walk-throughs during scheduled Science Lab classes to ensure implementation and effective use of lab resources.
<b>Start:</b> Tue, Nov 5 <b>End:</b> Fri, Dec 20	Our Science Leader will conduct professional development during one of the District professional development days on the STEAM criteria to inform teachers of the various activities and requirements for gold STEAM designation.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Alina Diaz, Science Leader	As a result of the professional development, we should see the implementation of STEAM activities within the classrooms.	Marie Orth-Sanchez, Principal and Bianca Alonso, PD Liaison, will propose PD and monitor staff attendance.
<b>Start:</b> Tue, Nov 5	Students will participate in STEAM related projects	Marie Orth-Sanchez,	As a result, we should see	Marie Orth-Sanchez, Principal and Alina Diaz,

<b>End:</b> Fri, Dec 20	each semester to increase their critical thinking skills and knowledge of STEAM concepts.	Principal; Elena Octala, Assistant Principal; Alina Diaz, Science Leader; Lynda Garcia, STEAM Facilitator	effective lesson plans, STEAM projects, and STEAM bulletin boards.	Science Leader, will monitor through information gained during Leadership Team meetings and the Administrative Team will attend grade level meetings to ensure effective implementation.
<b>Start:</b> Tue, Nov 12 <b>End:</b> Wed, Nov 20	Students will submit a Science Fair Project that successfully follows the Scientific Process to demonstrate understanding of all components of the Scientific Process during the second nine weeks.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Alina Diaz, Science Leader	Student's Science Fair Projects will be collected, graded and judged to ensure that all components of the Scientific Process are evident and correctly implemented.	Science teachers will use a rubric to grade students' projects and select staff will judge submitted Science Fair Projects for entry into the District Science Fair competition.

### Primary Essential Practice

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

### Priority Actions for the Primary Essential Practice

Teachers will receive PD to support 21st Century Learning in the classroom.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Tue, Nov 5 <b>End:</b> Fri, Dec 20	Fifth grade students will participate in a monthly grant-funded program at the FIU Frost Museum to increase their understanding and implementation of skills such as observation, critical thinking, and communication.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Alina Diaz, Fifth Grade Level Chairperson	As a result, we will see increased observation skills, critical thinking, and communication skills implemented across the subject areas.	Marie Orth-Sanchez, Principal and Alina Diaz, Fifth Grade Level Chairperson, will monitor completion of field trip forms and student journals.
<b>Start:</b> Tue, Nov 5	Fourth and fifth grade teachers will implement various methods of communication	Marie Orth-Sanchez, Principal; Elena	As a result, we will see students	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Alina

<b>End:</b> Fri, Dec 20	such as oral presentations, journals and technology presentations in their classroom weekly to enhance students' abilities to communicate effectively.	Octala, Assistant Principal; Alina Diaz, Fifth Grade Level Chairperson; Marleni Lapadula, Fourth Grade Level Chairperson	implementing oral communication skills through project-based learning within the classroom.	Diaz, Fifth Grade Level Chairperson; Marleni Lapadula, Fourth Grade Level Chairperson, will monitor planning and integration of technology presentations in lesson plans.
<b>Start:</b> Tue, Nov 5 <b>End:</b> Fri, Dec 20	Students will be identified by the art teacher to participate in quarterly art exhibits across the District to showcase students' creativity and artistic expression.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Zaida Ruiz, Art Teacher	Application submissions to art exhibits, art exhibit programs, and art exhibit awards will provide evidence of students' creativity and artistic expression.	Marie Orth-Sanchez, Principal and Zaida Ruiz, Art Teacher, will monitor the identification of students' artwork for exhibitions and number of exhibits entered.
<b>Start:</b> Tue, Nov 5 <b>End:</b> Fri, Dec 20	District staff will conduct professional development for teachers during teachers' planning times on the application of technology in the classroom such as Discovery Board Builder in order to teach these programs to their students as a communication tool and to promote critical thinking.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Bianca Alonso, Lead Teacher	Professional development sign-in sheets, agendas, handouts	Marie Orth-Sanchez, Principal and Bianca Alonso, PD Liaison, will schedule teachers and monitor attendance.

### ESSA Reflection - NEW!

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

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

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

n/a

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

n/a

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**

## Accountable Talk

**Priority Actions for the Secondary Essential Practice**

Students in all grade levels will be instructed on accountable talk strategies in order to provide students with the opportunities to effectively engage in meaningful conversations that promote and encourage higher-level thinking.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Tue, Nov 5 <b>End:</b> Fri, Dec 20	Teachers will display Accountable Talk Sentence Starters posters in their classroom to scaffold students' oral/verbal communication skills during the second nine weeks.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Bianca Alonso, Lead Teacher	During walk-throughs, Accountable Talk posters will be visible within classrooms.	The Administrative Team will confirm that all classrooms have the posters displayed and are being integrated into lessons.
<b>Start:</b> Tue, Nov 5 <b>End:</b> Fri, Dec 20	During the second nine weeks, students will demonstrate Accountable Talk with their peers across various subject areas to increase the use of daily instructional conversations.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Yadira Cano, Kindergarten Chairperson, Anna Flores, First Grade Chairperson; Alba Fregoso, Second Grade Chairperson; Monica Leganoa, Third Grade Chairperson; Marleni Lapadula, Fourth Grade Chairperson; Alina Diaz, Fifth Grade Chairperson	Students will practice Accountable Talk during lessons, small group activities and academic peer conversations.	Administrative Team and Grade Level Chairpersons will ensure planning and student demonstrations during various subject areas.
<b>Start:</b> Tue, Nov 5 <b>End:</b> Fri, Dec 20	Teachers will allocate time during one subject area for the use of Accountable Talk Sentence Starters to enhance oral communication skills.	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Yadira Cano, Kindergarten Chairperson, Anna Flores, First Grade Chairperson; Alba Fregoso, Second Grade Chairperson; Monica Leganoa, Third Grade Chairperson; Marleni Lapadula, Fourth Grade Chairperson; Alina Diaz, Fifth Grade Chairperson	Lesson plans, administrative walk-throughs, grade level minutes	Administrative Team and Grade Level Chairpersons will ensure planning and allocation of time during various subject areas.
<b>Start:</b> Tue, Nov 5	Teachers will use higher-order questioning	Marie Orth-Sanchez, Principal; Elena Octala, Assistant Principal; Yadira Cano, Kindergarten Chairperson,	Higher-order questioning will be used by	Marie Orth-Sanchez, Principal and

<b>End:</b> Fri, Dec 20	strategies daily to promote students' higher-level thinking skills.	Anna Flores, First Grade Chairperson; Alba Fregoso, Second Grade Chairperson; Monica Leganoa, Third Grade Chairperson; Marleni Lapadula, Fourth Grade Chairperson; Alina Diaz, Fifth Grade Chairperson	teachers as evidenced during classroom walk-throughs.	Elena Octala, Assistant Principal will monitor implementation of higher-order questioning strategies during routine walk-throughs.
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