



# SCHOOL IMPROVEMENT PROCESS 2018 - 2019

MAKING HISTORY  
BY  
DESIGNING OUR FUTURE

**School Location # -2401**

**Name of School - HIBISCUS ELEMENTARY**

## Phase III

### Mid-Year Review

#### 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 III Implementation Steps for both School Culture and Academic Programs to implement from January 28 – March 15, 2019.*

*Mid-Year Readiness Data and Systems Review should directly inform the Quarter 3 Implementation Steps.*

- ***A Data Review:** is a thorough disaggregation and analysis of all pertinent data points to evaluate outcomes and inform future actions needed to achieve school goals.*
- ***Systems Review:** is 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 7 – January 25, 2019*

- *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 III Implementation Steps with School Leadership Team*
- *Review Phase III of the School Improvement Process (EESAC)*

#### Quarter 3 Implementation

*January 28 – March 15, 2019*

- *Monitor the execution of Quarter 3 Implementation Steps to ensure a high degree of fidelity*

*During Quarter 3 Implementation, schools will execute Quarter 3 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*

### **Quarter 3 Systems Review & Data Reflection**

*March 18 – April 12, 2019*

- *Reflect on quantitative data using district-provided Quarter 3 Data Map*
- *Evaluate and reflect on the success of Quarter 3 Implementation Steps prior to Quarter 4 Implementation*
- *Revise, develop and monitor the fidelity of implementation of School Culture and Academic Programs Quarter 4 Implementation Steps*

### **Quarter 4 Implementation and Testing**

*April 15 – June 6, 2019*

- *Monitor the execution of Quarter 4 Implementation Steps to ensure a high degree of fidelity*

### **Data Maps Link**

## **MID-YEAR DATA REVIEW**

January 7 - January 25, 2019

Convene the SLT to examine, interpret and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

### **1. Describe the process used by the SLT to examine, interpret, and disseminate the Mid-Year Data Map for School Culture and Academic Programs.**

The School Leadership Team will discuss and examine all components of the Mid-Year Data Map. Through this discussion a focus will take place on its impact upon School Culture and Academic Programs. The School Leadership Team will discuss its components with their grade levels and discuss goals to be revisited and implemented in order to meet the goals of increasing student achievement.

### **2. In relation to your 2019 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.**

In response to the 2019 school grade goals and our Outcome Statement for School Culture, the data findings show that there is a less than 5% of discipline referrals, which shows an increase of students maximizing their learning within the classroom environment. However, there has been an increase of students missing 0 days of school with 2017-2018 being at 50% and 2018-2019 at 30%. Therefore, a focus will be on positive incentives to increase the number of students missing one to five days of school.

### **3. In relation to your 2019 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.**

In response to the 2019 school grade goals and Outcome Statements for Academic Programs, the data findings show that there is a passing rate for Tier 3 students above 50% in third and fourth grade. The concern lies with our Tier 3 students in fifth grade with only a passing rate of 48% in reading and 38% in math. Additional support needs to be provided for students in fifth grade to ensure students are meeting their weekly iReady goals.

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

In terms of grade levels, reading within the intermediate grades are a concern as the current proficiency in third grade reading is 37%, fourth grade 38%, and fifth grade 30%. However, the administrative team addressed the percent of students tested. A plan will be established with administration to ensure 95% of students within the intermediate grades are being tested. This will assist with the accuracy of the percent of students meeting proficiency in reading, as well as in mathematics.

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

In terms of subgroups when it relates to iReady performance there is a decrease in the number of Tier 3 and Tier 2 students in comparison to AP1 and AP2 data. There is an increase of Tier 1 students in reading with a 20% increase from AP1 to AP2 and a 19% increase in mathematics from AP1 to AP2.

## **MID-YEAR SYSTEMS REVIEW**

January 7 - January 25, 2019

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.**

The implementation of the Social Learning Lab, has supported the emotional growth and well-being of students. This lab is lead by the school guidance counselor to support and counsel students in time of need. Not only this, but the lab also provides opportunities for positive incentives for students and allow opportunities to discuss their academics and plan for success.

**2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions (or lack thereof) led to data falling short of expectations? Provide examples.**

The number of students having perfect attendance has decreased by 10% from 2017-2018 to 2019-2019. Therefore, a plan, through the support of the leadership team will develop incentives to support students in coming to 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.**

An implementation step that has supported student growth is the use of Student Data Trackers. Students are utilizing trackers in order to have a visual on how they are performing on assessments in reading and mathematics. These trackers also support data conversations among teachers, administration and students.

**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.**

A revisit on the second teacher-led center will be addressed in order to ensure instructional time and support is being conducted strategically, to meet the needs of students. Meetings with additional support personnel that are

supporting selected classrooms need to take place to ensure data increases with students who are within the lowest quartile.

### **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?**

School grade goals will remain unchanged.

*Be sure to resubmit the School Grade Goal Survey if you have made changes to your goals, use Briefing #23390.*

## **School Leadership Core Competencies**

### **Competency 1: Commitment to Students**

Explicitly supports difficult decisions and policies by improving the school practice of instruction in advanced learning for each and every student, regardless of ethnicity or background.

**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.**

The School Leadership Team meets on a monthly basis to discuss the implementation of important events within the school, data, and student achievement. Through support of the team and staff, plans have been created and implemented to support struggling students. Primarily meetings take place with parents and a plan of action is implemented to support student success within the classroom. Meetings with students within the lowest quartile are now taking place with administration to provide additional motivation and support.

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

The School Leadership Team will prioritize and track progress of goals and actions through the use of data charts aligned with the individualized data chats.

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

The School Leadership Team has shared across all grade levels the use of Data trackers to track student growth on biweekly and topic-assessments in reading and mathematics. Most classrooms have established this with their students. The goal is for administration to continue to monitor its implementation. Most students are able to share their trackers and discuss their academic growth. The School Leadership Team needs to continue to support its implementation, primarily with students who are within the lowest quartile.

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

The School Leadership Team will ensure that others will provide professional development to ensure that others are developing needed skills.

**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.**

The School Leadership Team supported selected teachers to conduct professional development with teachers within the school. Therefore, several teachers worked together to develop and train the staff on Social Emotional Learning and STEM. Areas of improvement can be addressed to support others in presenting information during Leadership Team and/or Faculty Meetings.

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

The School Leadership Team will promote team morale and enhance school performance with continued communication through monthly team building activities within the leadership team meetings.

**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.**

Monthly Leadership Team meetings are being conducted monthly to continue clear communication with staff and teachers. Team members continue to share and implement strategic lessons within their grade level. Through this the Leadership Team also created a Sunshine Committee which has promoted team moral with more than twenty members.

## 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?**

Next steps will be to focus on the implementation of iReady. Our goal as a school is to increase the number of students meeting weekly goals, as well as, primarily monitor the growth of Tier 2 and Tier 3 students. Data will continue to be collected every Wednesday and Friday to support teachers in ensuring students are meeting the weekly goals. Incentives will also be implemented to continue to motivate students. Tracking students topic and biweekly assessments will continue in order to strategically support students, primarily within the lowest quartile, during differentiated instruction and interventions.

### SCHOOL CULTURE Quarter 3 Implementation (January 28 – March 15, 2019)

#### School Culture Outcome Statement

If we implement effective use of personnel, early warning systems, and social emotional learning, then we will have an increase in positive behavior and attendance which will impact the overall learning community.

#### Sustained Essential Practice

Effective Use of Support Personnel

#### Priority Actions for the Sustained Essential Practice

To sustain our practice for the 2018-2018 school year we will utilize the Community Involvement Specialist to track positive student behavior, attendance, and to effectively communicate with parents.

Implementation Date(s)	Implementation Steps <small>(Include the action, the frequency of the action, and the purpose of the action.)</small>	Person(s) Responsible <small>(First &amp; last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
<b>Start:</b> Mon, Jan 28  <b>End:</b> Fri, Mar 15	The Grade Level Chairpersons will continue to monitor student behaviors with support from the Guidance Counselor to track positive student behaviors.	Grade Level Chairpersons: Vivique Pemberton, Maria Mori, Edna Luckett, Nicola Thompson, Raynold Merard, Sieta Rogers; Alicia	As a result the teachers will utilize the attendance bulletin, Referral Reports on PowerBi, and the monthly iAttend Report.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Patricia Bryant, Counselor, will continue to monitor weekly attendance and

		Brown, Assistant Principal		SCAM history reports.
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Continue the implementation of community stakeholders visiting the school-site to meet with students and provide words of encouragement.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Patricia Bryant, Counselor	As a result, administration and community stakeholders will plan for school-site visits to take place and meet with students to provide presentations focused on positive student achievement.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Patricia Bryant, Counselor will monitor student rosters along with calendar logs
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Continue the facilitation of monthly meetings to discuss student attendance, along with parental involvement.	Alicia Brown, Assistant Principal; Patricia Bryant, Counselor	Administrators will continue to meet with the counselor to discuss student attendance and show evidence through attendance logs and parent meetings.	Alicia Brown, Assistant Principal; Patricia Bryant will monitor biweekly calendar logs and minutes
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Continue to plan for the implementation of parent workshops	Alicia Brown, Assistant Principal; Patricia Bryant, Counselor	Continue to plan and facilitate parent workshop sessions to discuss topic that will support an increase in parental support within the school and community, along with meetings agendas and sign-in sheets	Veronica Bello, Principal; Alicia Brown, Assistant Principal will monitor through parent attendance and logs and agendas

### Primary Essential Practice

Early Warning Systems

### Priority Actions for the Primary Essential Practice

Teachers will be provided with student referral data identified on PowerBi.

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?)
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Teachers and school counselor will continue the implementation of the Cloud9World Character Under Construction Series.	Patricia Bryant, Counselor	As a result of its continued implementation, students will receive a book aligned to the value of the month.	Veronica Bello, Principal; Alicia Brown, Assistant Principal will conduct walkthroughs to observe Cloud9World activities taking place within classrooms.
<b>Start:</b> Mon, Jan	Continue to provide	Veronica Bello, Principal;	Evident through	Veronica Bello,

28 <b>End:</b> Fri, Mar 15	students with counseling and support to minimize student conflict and maximize positive behaviors among peers.	Alicia Brown, Assistant Principal; Patricia Bryant, Counselor	counselor logs and notes indicating conflict/resolution meetings with students.	Principal; Alicia Brown, Assistant Principal; Patricia Bryan, Counselor will monitor student case management reports on PowerBi
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	The Teachers and Guidance Counselor will continue to conduct monthly Values Matter Miami Activities with the students.	Grade Level Chairpersons: Vivique Pemberton, Maria Mori, Edna Luckett, Nicola Thompson, Raynold Merard, Sieta Rogers; Alicia Brown, Assistant Principal; Patricia Bryant, Counselor	As a result of its continued implementation, Values Matter Miami student work will be displayed in classrooms.	Veronica Bello, Principal; Alicia Brown, Assistant Principal will conduct walkthroughs to observe Values Matter Miami activities take place within the classrooms.
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Students identified for additional support will continue to have planned sessions with the Mental Health Coordinator.	Alicia Brown, Assistant Principal; Patricia Bryant, Counselor; Davonne Breedlove, Mental Health Coordinator	As a result, students will be able to meet and discuss conflict/resolution strategies.	Alicia Brown, Assistant Principal; Patricia Bryant, Counselor will log student sessions and monitor student progress.

## Secondary Essential Practice

Social Emotional Learning

### Priority Actions for the Secondary Essential Practice

The school counselor will provide assemblies and professional development on how to enhance positive behavior through Cloud9World and Values Matter Miami.

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?)
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Mindfulness Class for kids will be continue to be implemented to help students relieve stress.	Patricia Bryant, Counselor	Evident through meetings minutes and agendas.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Patricia Bryant, Counselor conduct walkthroughs and log minutes when services are being provided.
<b>Start:</b> Mon, Jan 28	Teachers will continue on a Monthly basis to	Grade Level Chairpersons: Vivique Pemberton, Maria Mori,	Evident through certificates that will be awarded to students on a	Veronica Bello, Principal; Alicia Brown, Assistant



<b>End:</b> Fri, Mar 15	select, reward, and showcase Student of the Month.	Edna Luckett, Nicola Thompson, Raynold Merard, Sieta Rogers; Veronica Bello, Principal; Alicia Brown, Assistant Principal	monthly basis, as well as, on the school website, and announcements.	Principal; Patricia Bryant, Counselor will continue to discuss students who have shown growth.
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Social Emotional Lab will continue to be implemented to assist student learning and social emotional growth.	Patricia Bryant, Counselor; Karlene Brown, SPED Chairperson	Evident through the utilization of a classroom that will be developed into a lab where students can meet with the counselor and peers with the intent of continuing to build upon conflict/resolution strategies.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Patricia Bryant, Counselor will log in minutes when the lab is being utilized.
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	The Grief Sensitive School Initiative will continue with its implementation	Patricia Bryant, Counselor	Evident through crisis response plans that will provide grief sensitive practices.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Patricia Bryant, Counselor will continue to conduct walkthroughs to observe its implementation

**Academic Programs  
Quarter 3 Implementation  
(January 28 – March 15, 2019)**

**Academic Programs Outcome Statement**

If we implement connected learning environment, explicit instruction, and instructional framework, then we will see improvement in instructional delivery and student engagement which will yield an increase in academic performance.

**Sustained Essential Practice**

Connected Learning Environment (Anchor Charts, Access to Text, Common Board Configuration, Print Rich Environment, etc.)

**Priority Actions for the Sustained Essential Practice**

To enhance the sustained practice for the 2018-2019 school year we will create model classrooms within the primary and intermediate grades and provide teachers with opportunities to visit the model classrooms and discuss connections between learning and the environment.

Implementation Date(s)	Implementation Steps  (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible  (First & Last Name, Postion)	Expected Evidence  (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring  (How and who?)
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<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Data Chats with teachers will continue to discuss student progress, with a focus on students within the lowest quartile.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach	Meeting agendas and Data Chat logs will serve as evidence of meeting minutes.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach will show logs with feedback to teachers and continue to follow-up on the consistency of instruction to address student progress.
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Through grade level meetings, teachers will plan for the continuation of the implementation of Trackers for students to utilize to track their progress in reading and mathematics.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach	Evident through lesson plans, grade level meeting agendas, and student Trackers.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach will show logs of meeting minutes and agendas, as well as, monitor student use of Trackers.
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	The Grade Level Chairpersons will continue to collaborate weekly with their team to discuss targeted instruction aligned to what is displayed on the Common Board Configuration.	Grade Level Chairpersons: Vivique Pemberton, Maria Mori, Edna Lockett, Nicola Thompson, Raynold Merard, Sieta Rogers; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach	Evident through lesson plans, common board configurations, and District Pacing Guides.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach will continue to conduct weekly walkthroughs to ensure the alignment of the Common Board Configuration.
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Through grade level meetings, teachers will share best practices on how to provide consistent feedback on student assignments.	Grade Level Chairpersons: Vivique Pemberton, Maria Mori, Edna Lockett, Nicola Thompson, Raynold Merard, Sieta Rogers; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach	Evident through meeting agendas, lesson plans, and student work within individualized student work folders.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach will conduct focus walkthroughs to monitor feedback provided to students on assignments.

### Primary Essential Practice

Explicit Instruction

### Priority Actions for the Primary Essential Practice

Teachers will attend weekly collaborative planning meetings to enhance instruction that is aligned to standard-based instruction.

Implementation Date(s)	Implementation Steps  (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible  (First & Last Name, Position)	Expected Evidence  (What evidence would demonstrate the Implementation Step was	Monitoring  (How and who?)
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			successfully executed?)	
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Continue to utilize Administrative Trackers, with a focus on the lowest quartile, to monitor student progress.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach	Evident through Power Bi, iReady, and reports created through the use of Excel.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach will pull reports in PowerBi to monitor student progress.
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Continue to provide collaborative planning sessions to identify strategies that will support the implementation of explicit instruction.	Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach	Evident through iReady reports identifying the instructional groups and student progress.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach will continue to attend collaborative planning sessions to support and discuss targeted student progress and their academic performance.
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Continue provide a second Teacher-Led Center during differentiated instruction within the intermediate grades.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach	Evident through teacher schedules and student differentiated instruction folders.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; will conduct weekly walkthroughs to monitor the implementation of a second Teacher-Led Center during differentiated instruction.
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Continue to provide targeted instruction to identified students during differentiated instruction and intervention.	Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach	Evident through data charts, iReady student reports, PowerBi, Performance Matters, and teacher lesson plans.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach will continue to conduct weekly walkthroughs and monitor the implementation of data aligned to instruction.

## Secondary Essential Practice

Instructional Frameworks

### Priority Actions for the Secondary Essential Practice

We will continue to monitor the progress of our students in an effort to increase student growth.

Implementation Date(s)	Implementation Steps  (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible  (First & Last Name, Postion)	Expected Evidence  (What evidence would demonstrate the Implementation)	Monitoring  (How and who?)

			Step was successfully executed?)	
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Administration will continue to collaborate with the reading coach to identify support in the Gradual Release Model.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach	Evident through teacher's lesson plans and the Common Board Configuration.	Veronica Bello, Principal; Alicia Brown, Assistant Principal will conduct weekly walkthroughs within the selected classrooms to monitor the implementation of the Gradual Release Model.
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Grade levels will continue to meet to plan and implement mathematics instruction that identifies teachers providing students with opportunities to reteach questions from topic assessments.	Grade Level Chairpersons: Vivique Pemberton, Maria Mori, Edna Lockett, Nicola Thompson, Raynold Merard, Sieta Rogers; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach	Evident through student topic assessment exams showing students checking for understanding and student work folders.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach will conduct weekly walkthroughs to monitor the implementation of reteach opportunities.
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Grade levels will continue to plan, teach, and reflect to adjust instructional focus that will successfully meet the needs of all students.	Grade Level Chairpersons: Vivique Pemberton, Maria Mori, Edna Lockett, Nicola Thompson, Raynold Merard, Sieta Rogers; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach	Evident through lesson plans, feedback on student work within journals and work folders, and student data chats.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach will continue to meet with grade levels during planning to discuss implementation.
<b>Start:</b> Mon, Jan 28 <b>End:</b> Fri, Mar 15	Instructional Student Trackers in mathematics and science will continue to be implemented and aligned to topic assessments.	Intermediate Math and Science Teachers: Denis Ruffing, McNicol, Raynod Merard, Hart, Floyd, Theodore, and Rogers; Alicia Brown, Assistant Principal	Evident through feedback on student work, student work folders, and individualized student trackers.	Veronica Bello, Principal; Alicia Brown, Assistant Principal; Sheneka Brown, Reading Coach will meet with grade levels during planning to discuss implementation and continue through walkthroughs.